DOCUMENT RESUME

ED 181 308 CE 023 919

TITLE Project Help. An Elementary Curriculum Guide Designed to Help Students Help Themselves.
INSTITUTION Cranston School Dept., R.I.
SPONS AGENCY Rhode Island State Dept. of Education, Providence.
PUB DATE 79
NOTE 156p.; Parts of this document will not reproduce well due to thin type

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Classroom Materials; Cleaning; *Clothing; Consumer Education; Curriculum Guides; *Elementary School Curriculum; *Family Health; Foods Instruction; *Home Management; Hygiene; Learning Activities; *Money Management; Nutrition Instruction; *Quality of Life; Resource Materials; Sewing Instruction; Teaching Guides; Woodworking

ABSTRACT

This two-part curriculum is designed to teach elementary students basic life skills that will enable them to assume greater responsibility for themselves. Part 1, the primary curriculum, is designed for grades 3 and 4. Five units of instruction are included in the primary curriculum: home management, foods, personal cleanliness, sewing, and woodworking (primary). Part 2, the intermediate curriculum, is designed for grades 5 and 6. The five units of instruction in the intermediate curriculum are consumer education, money management, foods and nutrition, sewing and clothing, personal hygiene and good grooming, and woodworking (intermediate). Each unit begins with a short introduction and continues with student objectives and teaching activities. Each activity contains references to resource sheets which are appended. Other appended material includes a scope and sequence chart, pre- and posttests for the intermediate curriculum units, and a bibliography. (LRA)

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Project HELP

An Elementary Curriculum Guide Designed to Help Students Help Themselves

This program was developed by the staffs of the Edgewood Highland and Norwood Avenue schools, Cranston, Rhode Island, under the direction of Mr. William L. Condon and Mrs. Marie Lawrence. Contributing staff were: Teresa A. Accardo, Kathy Bitsura, Allyson Castergine, Marcia Feole, Dorothea Hawkins, Walter Jeschke, Sandra Merdinijan, Barbara Reis, Diane Rouslin, Janice Shirley, and Mary Walsh. Special acknowledgement is also made to Virginia Butterworth, David Claeson, Peter D'Aguanno, Paul Desrosiers, Elaine Magiante, Phyllis Mattatall, and Frank Mitchell for their help in developing this program.

Project HELP was funded under the Vocational Education Amendments of 1968, and was prepared for dissemination by the Dissemination Services Unit, Rhode Island Department of Education.

CE 023 919

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The Rhode Island Department of Education wishes to acknowledge the fine work represented in this guide book, and to express its appreciation to Dr. Joseph J. Picano, Superintendent of Cranston Public Schools, and to the Cranston School Committee for their cooperation in both developing and disseminating this program.

TABLE OF CONTENTS

I. Introduction.....i

II. How to use this guide.....iv

III. Primary Curriculum (grades 3 and 4).....1

a. Home Management.....2

b. Foods.....7

c. Personal Cleanliness.....11

d. Sewing.....13

e. Woodworking (Primary).....16

IV. Intermediate Curriculum (grades 5 and 6).....18

a. Consumer Education.....19

b. Money Management.....25

c. Foods and Nutrition.....31

d. Sewing and Clothing.....36

e. Personal Hygiene and Good Grooming.....40

f. Woodworking (Intermediate).....43

Appendix A — Resource sheets - Primary Curriculum

Appendix B — Resource sheets - Intermediate Curriculum

Appendix C — Scope and Sequence Chart

Appendix D — Pre- and Post- Tests

Appendix E — Bibliography

I. INTRODUCTION

An area of constant debate among educators, today as in the past, is the topic of what should or should not be taught in the classroom. This topic is complex and varied. If agreement is reached in certain areas, for example, the importance of instruction in the basic skills, other issues quickly arise. Dealing with what should be taught at what grade levels, what amount of time should be spent in any one area, or what "extras" should be included in a curriculum, should the budget permit, can be frustrating and confusing. Sometimes, however, realities step in, and decisions are made that, at least at one level, resolve some of this conflict.

It seems apparent that these days, in increasing numbers, students live in unsettled home environments. Broken homes and one-parent homes are common. Also numerous are the homes in which both parents are away working all day. Children in these environments frequently not only need to be taught but also need to use on a daily basis basic life skills that will enable them to assume greater responsibility for themselves so as to become more self-sufficient. The Project HELP curriculum, in its simplicity, effectiveness, and variety, constitutes one way by which a student's daily curriculum can be made more enjoyable and useful while, at the same time, reinforcing math, language arts, and other basic skills areas.

The primary curriculum (grades 3 and 4) covers the areas of home management, foods, personal cleanliness, sewing and woodworking. The activities at this level range from simple household tasks such as laundry and sweeping, to actual experience in sewing and constructing simple projects. The personal cleanliness section reviews good personal habits, the foods section emphasizes kitchen safety as well as good nutrition, and the overall impact of the primary curriculum is to make a child self-sufficient in performing household and personal chores that promote cleanliness and health (e.g., cleaning house, doing laundry, kitchen chores, mending, simple home repairs).

The intermediate curriculum expands upon these basics and deals with consumer education, money management, foods and nutrition, sewing and clothing, personal hygiene and good grooming and woodworking. Sewing and woodworking differ from the primary units in that the hands-on experiences in sewing and woodworking are more sophisticated and varied. The consumer education unit provides experience with product evaluation, advertising fraud and consumer rights. Money management prepares a child to deal with personal finances by covering banking services, credit, loans, family budgets and medical care and insurance. The foods and nutrition unit covers the care and use of cooking utensils and appliances while providing experience in following recipes. The concepts of good nutrition and meal planning are reinforced in this section of the curriculum. Finally, the

personal hygiene and good grooming unit covers proper nutrition, rest and exercise as they relate to both looking and feeling well.

The Project HELP curriculum, then, fills a need by teaching life skills that enable children to become self-sufficient. It also builds self-esteem by showing children what they are actually able to do for themselves. Last and perhaps most important, by covering areas such as money management and consumer education, Project HELP assists the studing in becoming a useful and effective citizen and adult.

II. HOW TO USE THIS GUIDE

The ten units of the Project HELP curriculum are organized into two sections: 1. the Primary Curriculum (the first five units) and 2. the Intermediate Curriculum (the last six units). Each unit begins with a short introduction, and continues with student objectives and activities designed to meet the objectives. The activities are written for the teacher, not the student, and contain references to resource sheets located in two appendices (one for primary and one for intermediate). Each reference in the text itself is made up of a combination of letters and roman numerals, for example, the resource sheets for the home management unit are labeled #HM I through #HM XI. In addition, the unit each resource sheet relates to is indicated in the upper left-hand corner of the sheet. The pre- and post-tests for each unit have also been labeled.

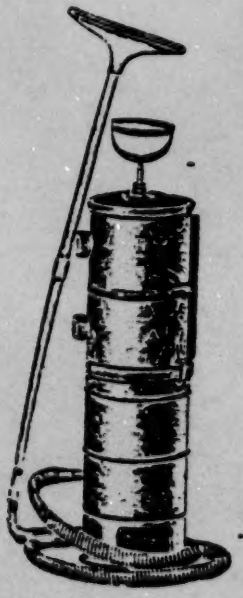
The resource sheets, the pre- and post-tests and the bibliography have been placed in appendices so as not to interfere with a comprehensive reading of the curriculum and to make the guide simple and useful. Needless to say, the resource sheets included are only samples of the great variety and number of resources available, and are not meant to be inclusive.

III. PRIMARY CURRICULUM

- HOME MANAGEMENT
- FOODS
- PERSONAL CLEANLINESS
- SEWING
- WOODWORKING (Primary)

HOME MANAGEMENT

THE HOME MANAGEMENT UNIT PROVIDES EACH STUDENT WITH EXPERIENCE PERFORMING BASIC HOUSEHOLD TASKS AND IMPROVES THE STUDENT'S KNOWLEDGE OF HOME SAFETY. THE UNIT IS DIVIDED INTO THREE SECTIONS: LAUNDRY; SWEEPING & VACUUMING; AND HOME SAFETY. THE ACTIVITIES IN THE UNIT INCLUDE PROCEDURES FOR CLEANING AND MAINTAINING A HOUSE, AND ARE DESIGNED TO PROMOTE SELF-SUFFICIENCY IN THE HOME.



Laundry

OBJECTIVES	*ACTIVITIES*
1.0 The student will sort clothes by washer cycle and material (fabric) for proper washing.	1.1 Using resource sheet #HM I, introduce the topics of different fabrics, water temperature, detergents and bleach, washer cycles, and care instructions as they relate to sorting laundry.
	1.2 Using resource sheets #HM II and HM III, discuss how to wash different color fabrics and materials in different wash cycles and at different water temperatures.
	1.3 Using resource sheet #HM IV, test the student's knowledge of sorting clothes for washing.
	1.4 Allow the student to actually sort clothes into three groups: normal, delicate and permanent press.
2.0 The student will remove certain stains from clothing.	2.1 Using resource sheet #HM V, discuss various stains and how to treat or remove them.
	2.2 The student will actually remove stains from stained clothing.
3.0 The student will measure detergent and bleach properly.	3.1 Using resource sheet HM VI, discuss labled measuring cups and equivalent measures in ounce and cup units.
	3.2 The student will actually measure detergents and bleach using a measuring cup.

4.0 The student will operate a washing machine and dryer.

4.1 Using resource sheet #HM VII and HM VIII, discuss how to operate a washing machine and dryer.

4.2 The student will actually wash and dry a load of clothes.

Sweeping & Vacuuming

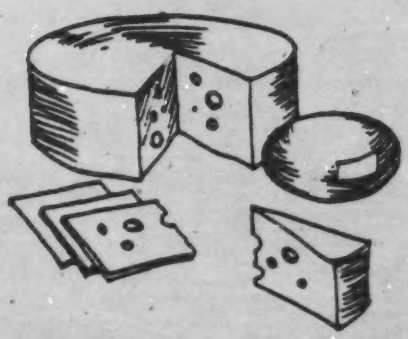
OBJECTIVES	*ACTIVITIES*
5.0 The student will decide how to clean rugs and floors properly.	5.1 Introduce and discuss the use of the broom, dust mop, and vacuum cleaner and on what floors each is used.
6.0 The student will sweep or vacuum an area and properly use a vacuum cleaner and its attachments.	6.1 Using resource sheet #HM IX, discuss and demonstrate how a vacuum cleaner works as well as how to use it. 6.2 Demonstrate and discuss the proper use of the attachments for a vacuum cleaner. 6.3 Using resource sheet #HM X, test the student's knowledge of the proper use of vacuum cleaner attachments. 6.4 Have the students actually clean floors and upholstery using the vacuum cleaner. 6.5 Arrange for a professional rug cleaner to speak to the class. 6.6 Arrange for a field trip to a rug store and/or factory.

Home Safety

OBJECTIVES	*ACTIVITIES*
7.0 Given a list of places in the home where accidents may happen, each child will explain how to change the area to make it safer.	7.1 Using resource sheet #HM XI, discuss safety in the home and "things to remember" about home safety. 7.2 Discuss with the students their personal accidents and how they could have been prevented. 7.3 Assign the student to list potentially hazardous areas in the school and how they could be made safer. 7.4 Assign the student to design a poster showing hazards found at school and home.
8.0 Given various household pesticides, cleaners, polishes, paints, and medicines, the student will read the directions concerning their proper use and storage.	8.1 Discuss the proper use and storage of various household items and the hazards resulting from the lack of precautions. 8.2 Present and discuss various items (medicines, paints, polishes, insecticides, cleaners, etc.) and have students read the precautionary labels and decide on proper storage places. 8.3 Assign a report (oral or written) on the hazards of unlocked cabinets and drawers. 8.4 Arrange for a pharmacist or a person from the local Poison Prevention Center to speak to the class.

FOODS

THE FOODS UNIT IS DESIGNED TO INTRODUCE EACH STUDENT TO THE CONCEPT OF PROPER NUTRITION AND ITS RELATIONSHIP TO GOOD HEALTH. MORE SPECIFICALLY, THIS UNIT DEALS WITH THE TOPICS OF THE FOUR FOOD GROUPS, MEAL PLANNING, AND MEAL PREPARATION. CONSUMER EDUCATION IS INTRODUCED IN THE FORM OF PLANNING ECONOMICAL MEALS AND READING NUTRITION LABELS. THE UNIT CLOSES WITH A SECTION ON USING KITCHEN TOOLS, SAFETY IN THE KITCHEN, AND FAMILIARITY WITH TABLEWARE.



OBJECTIVES	ACTIVITIES
1.0 Given a specific food group, the student will tell the importance of that group to health and give examples of food in that group.	1.1 Using an overhead projector and transparencies, discuss and explain the four basic food groups. Have students name foods from each group.
	1.2 Using resource sheet #F I, have the students reinforce their knowledge of the four basic food groups.
	1.3 Display a poster (one sheet of construction paper) from each food group. Divide the class into two teams. The students take turns choosing food cut out of magazines and matching it with the appropriate poster.
2.0 Given the four basic food groups, the student will plan a nutritious breakfast, lunch, dinner and snack.	2.1 Have each student draw and label a nutritious breakfast, lunch, dinner and snack.
	2.2 Using resource sheet #F II, have the students chart their breakfast for one week.
	2.3 Have the students plan and actually prepare a nutritious breakfast.
	2.4 Have the students plan and prepare a nutritious lunch.
	2.5 Have the students plan and prepare a nutritious dinner.
	2.6 Have the students plan and prepare a nutritious snack.

3.0 Given a list of foods and their prices, each child will plan economical, nutritious meals.	3.1 Using resource sheet #F III, give the students a list of foods and their prices. First, have students list the foods they would buy for each meal (breakfast, lunch, dinner). Next, have students put the price next to each item, and find the total cost. Third, have students compute the change they will get back from a $10.00 bill. 3.2 Plan a field trip to a local supermarket to have students price different brands and different foods.
4.0 Given two varieties of one food product, each child will read the consumer nutritional labels on each and decide which of the two products is more nutritious.	4.1 Display a large poster with labels from two different cereal boxes. Discuss the nutritional components of each product. 4.2 Distribute food labels to the students and have them work in groups to decide which of their products is the most nutritious. Have each group report their findings to the class.
5.0 Each student will have a working knowledge of kitchen tools and utensils and the safety measures necessary for their use.	5.1 Display and discuss each of the kitchen utensils. Have the students recite the names and uses of each tool. 5.2 Using kitchen utensils and the stove, discuss and display kitchen safety measures. Have the children demonstrate such safety rules (e.g., holding knives, cutting with knives, using potholders, and turning the stove on correctly).

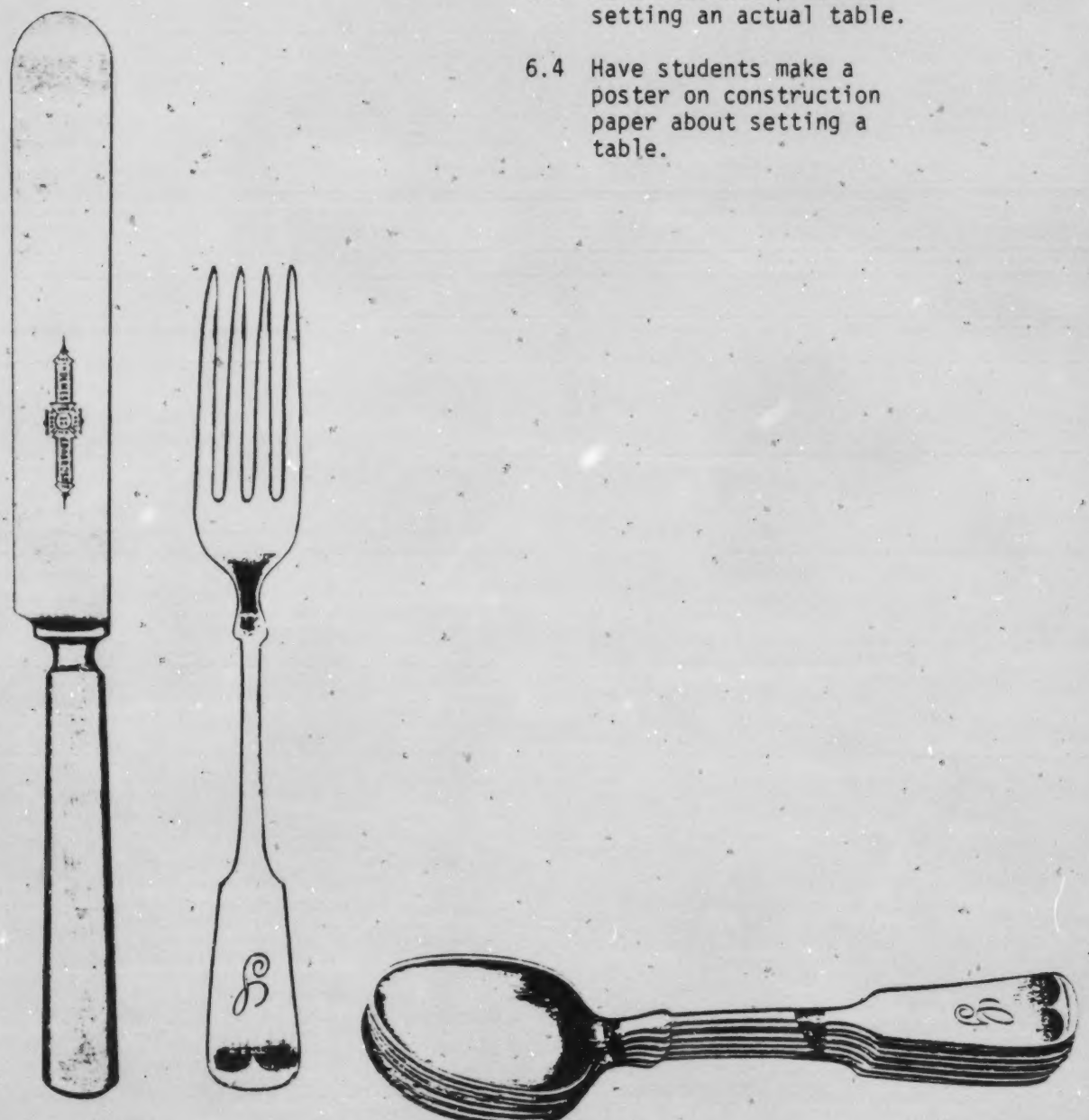
6.0 Given the appropriate materials, each child will set a table correctly.

6.1 Display and discuss all the different pieces of dinnerware.

6.2 Display a poster showing the proper way to set a table. Use resource sheet #F IV to reinforce this concept.

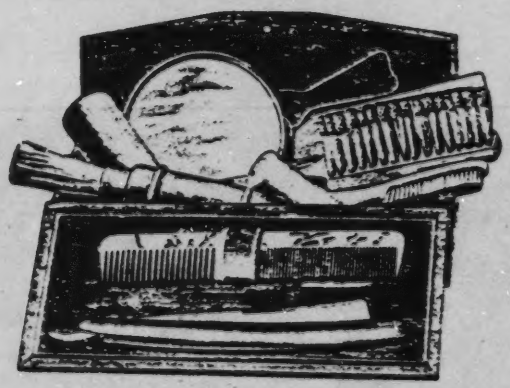
6.3 Have students practice setting an actual table.

6.4 Have students make a poster on construction paper about setting a table.

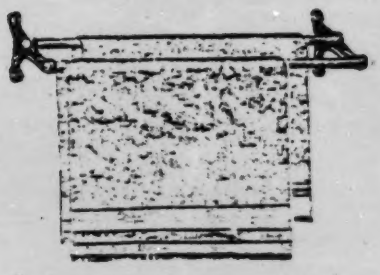


PERSONAL CLEANLINESS

THIS UNIT PROVIDES AN OVERVIEW OF PERSONAL CLEANLINESS AND INTRODUCES THE IMPORTANCE OF GOOD PERSONAL HABITS.

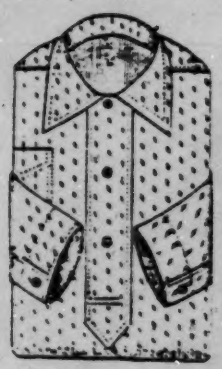


OBJECTIVES	*ACTIVITIES*
1.0 The student will understand the concept of personal cleanliness.	1.1 Introduce and discuss the topic of personal cleanliness: daily bath or shower; washing hands and face; shampooing; cleaning nails, both hands and feet; brushing teeth and using dental floss; using deodorants, mouth wash, etc.; proper care and storage of clothes.
2.0 The student will understand the importance of developing good personal habits.	2.1 Discuss the importance of a regular schedule of good personal habits (see list 1.1). 2.2 Discuss the importance of proper rest and exercise and good nutrition as part of developing good personal habits. 2.3 Divide the class into groups and have each group develop a schedule for good personal habits. Include diet, rest and exercise. Compare lists and discuss with the class as a whole. 2.4 Show a filmstrip on good hygiene (usually available through state or local health departments).



SEWING

THIS UNIT INTRODUCES THE STUDENT TO BASIC SEWING EQUIPMENT, TO THE BASIC HAND STICHES, AND TO BASIC MENDING TECHNIQUES.



OBJECTIVES	*ACTIVITIES*
1.0 Given the necessary sewing equipment (thread, needle, pins, thimble, etc.), the student will discriminate among their functions and uses.	1.1 Display and discuss various sewing materials, their functions and their uses.
2.0 Given the necessary equipment the student will thread a needle and knot the thread.	2.1 Illustrate and explain the correct procedure for threading a needle and knotting the thread. 2.2 Using resource sheet #SP I as a guide, let the students thread a needle and knot the thread.
3.0 Given the necessary equipment, the student will demonstrate the basic sewing stitches.	3.1 Illustrate and explain the baste and slipstitch. 3.2 Using resource sheet #SP II as a guide, let the students demonstrate and practice the baste and slipstitch.
4.0 The student will mend tears, patch clothing, and sew buttons.	4.1 Demonstrate mending common tears in clothing, i.e., how to mend along a seam, and how to patch a hole. 4.2 Demonstrate how to construct a patch to reinforce worn out areas in clothing and to patch larger tears in clothing. 4.3 Demonstrate how to sew a button and how to replace buttons on shirts, etc.

4.4 Give students a piece of cloth and a button and have them practice sewing buttons.

4.5 Have each student bring to class a garment that requires mending and mend the garment in class.

5.0 Given the necessary equipment, the student will demonstrate basic sewing knowledge and construct an apron.

5.1 Using the directions on resource sheets #SP III and SP IV, let the student apply the skills of hand sewing in constructing a pre-cut apron. (This project is highly teacher directed on a step by step basis.)

WOODWORKING (primary)

THE WOODWORKING UNIT IS DESIGNED TO GIVE EACH STUDENT EXPERIENCE WITH WOOD-WORKING TOOLS AND THE SAFETY PRECAUTIONS NEEDED TO USE THEM. EACH STUDENT WILL CONSTRUCT A SIMPLE OBJECT AS PART OF THIS UNIT.

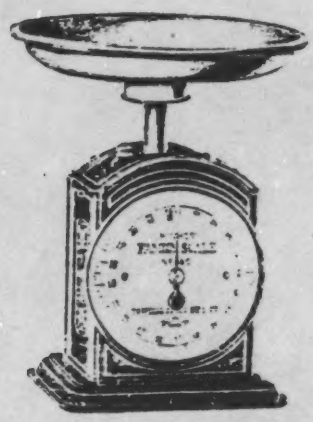
OBJECTIVES	*ACTIVITIES*
1.0 Given a specific carpentry hand tool, each student will correctly identify and name it.	1.1 Using the Little Carpenter by Stanley, display and discuss the different parts of and kinds of tools.
	1.2 Display the following tools in the classroom: saw (coping saw), hammer, hand drill, plane, screwdriver, sandpaper (different kinds), level, saw and chisel. Have students play a game to review all the tools discussed. Have each student identify four tools in the correct order that the teacher (or another student) names them.
	1.3 Using resource sheet #WP I, have students find the names of various tools in the wordsearch puzzle.
2.0 The student will demonstrate the use of the coping saw, c-clamps, hammer, hand drill, plane and safety measures taken while using them.	2.1 Demonstrate the use of the coping saw, c-clamps, hammer, hand drill, and plane. Then have each student demonstrate the proper way to use the tools, as well as the necessary precautions while using them.
	2.2 Using resource #WP II, have the students test their knowledge of the use of tools by doing the crossword puzzle.
3.0 Given the necessary equipment, the student will construct something as a carpentry project using knowledge of tools and their use.	3.1 Using resource sheet #WP III, allow the students to choose one of three projects (welcome sign, recipe holder, key holder) to construct on their own (following directions provided on the resource sheet).

IV. INTERMEDIATE CURRICULUM

- CONSUMER EDUCATION
- MONEY MANAGEMENT
- FOODS AND NUTRITION
- SEWING AND CLOTHING
- PERSONAL HYGIENE & GOOD GROOMING
- WOODWORKING (Intermediate)

CONSUMER EDUCATION

THE CONSUMER EDUCATION UNIT COVERS THE AREAS OF COMPARISON SHOPPING, ADVERTISING TECHNIQUES AND CONSUMERISM. PRODUCT EVALUATION, CONSUMER FRAUDS AND CONSUMER RIGHTS ARE ALSO DISCUSSED TO GIVE THE STUDENTS SKILLS NEEDED TO BECOME A WISE CONSUMER.



OBJECTIVES	ACTIVITIES
1.0 Given the number and price of an item, the student will compute the item price when the listed price is for several items.	1.1 Demonstrate and discuss how to compute the item price when the listed price is for several items. 1.2 Give several items priced in groupings such as 4 for $1.00, 3 for $.89 to the students, and have students compute the price per item. 1.3 Instruct students to figure out item prices from newspaper and flyer advertising. 1.4 Using a catalog, have students compute prices per items. 1.5 Arrange a field trip to a retail outlet.
2.0 Given a specific item, the student will demonstrate an understanding of comparison shopping by determining the best brand to buy and where to purchase it.	2.1 Have the students select one item (e.g. major appliance) and collect prices and labels for different brands of that same item. By comparing unit prices and quality of the content, have the students determine which brand is the best buy. 2.2 Have the students use newspaper advertisements, flyers and catalogues to find the best buy (cheapest selling price) for the brand item selected in 2.1. 2.3 Have the students select two similar products made by different companies and decide which is the best buy according to quality and price.

2.4 Have the students collect advertisements from different types of stores, (e.g. department store, discount store), then compare an item for quality and price to determine where the best values can be found.

2.5 Instruct the students to evaluate an item as to content, quantity, quality, and price.

2.6 Arrange for store representatives to speak to the class about sales techniques, quality labeling, etc.

2.7 Arrange for a representative from the Business Regulation Department at the state level to speak to the class about consumer protection, unit pricing, etc.

3.0 The student will understand propaganda techniques used in advertising, and demonstrate his/her knowledge through various activities.

3.1 Discuss and present, using resource sheet #CE I, propaganda techniques to the students.

3.2 Have the students collect advertisements from magazines and newspapers and label them on resource sheet #CE II.

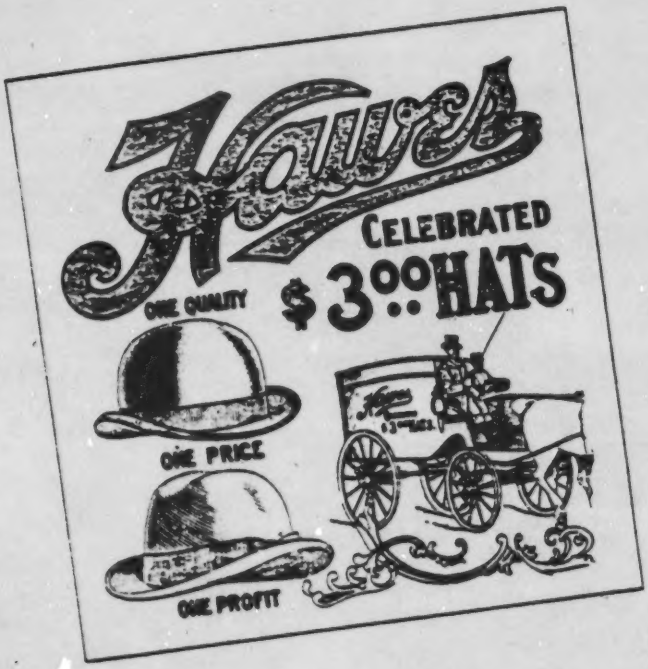
3.3 Place the students in groups for the purpose of making either a mural or mobile as a form of advertisement. Have the students use various propaganda techniques.

3.4 Have students select and view television commercials, then evaluate them as to the propaganda technique used.

	3.5 Give each student a product or event and assign him/her to create a billboard, magazine advertisement, and/or television commercial about it using a propaganda technique.
4.0 Building upon the knowledge of propaganda techniques, the student will become familiar with the concepts of promotion and advertising campaigns.	4.1 Introduce the topics of promotion and advertising. Discuss some elements of an advertising campaign.
	4.2 Have the students create a product and develop an advertising campaign to promote it.
	4.3 Arrange field trips to commercial advertising agencies, window display companies and/or the Better Business Bureau.
	4.4 Arrange for commercial artists to speak to the class.
5.0 The student will create his/her own "Consumer Report" article evaluating a specific brand of an item.	5.1 Demonstrate and discuss the concept of and methods behind consumer reports on various items.
	5.2 Give each student a different item on which to devise his/her own tests and to create his/her own "Consumer Report." Encourage the students to use several brands to test, compare and evaluate in their "Consumer Reports."
	5.3 Have the students write a constitution of consumer rights with reasons for protecting the consumer. Explain to the students that a constitution is a list of rules.

	5.4 Have students test and evaluate the item selected in 5.2, and summarize the findings in a written "Consumer Report."
6.0 Given a hypothetical situation, the student will recognize a consumer problem and identify an agency which may help rectify the situation.	6.1 Have the students write letters to local consumer agencies for materials on consumer protection and ask what can be done in the case of misleading ads or unreliable merchants.
	6.2 Have the students write a letter to an agency that deals with food and food purchasing practices. Encourage them to ask for booklets and pamphlets that give tips on wise food shopping.
	6.3 Have students write a story about an item they purchased that was falsely advertised. Have students include what the advertisement said and their reaction upon receiving it. Explain what steps could have been taken to correct the problem.
	6.4 Assign students to review articles from consumer periodicals.
	6.5 Have students keep a log of consumer frauds exposed in magazine articles, newspapers, and syndicated television consumer programs. (e. g., David Horowitz - Consumer Buyline).
	6.6 Arrange for field trips to the Better Business Bureau, a Consumer Protective Center and/or the Attorney General's office.

6.7 Arrange for an investigative reporter for consumer problems and/or a representative from the Business Regulation Department: False Advertising Section visit the class and speak to the students.



MONEY MANAGEMENT

THE MONEY MANAGEMENT UNIT IS DIVIDED INTO THREE PARTS, BUDGETING, BANKING SERVICES, AND MEDICAL CARE AND INSURANCE. IN DEALING WITH THESE TOPICS, THE UNIT PROVIDES KNOWLEDGE ABOUT CREDIT, LOANS, SAVINGS ACCOUNTS AND CHECKING ACCOUNTS.

Budgeting

OBJECTIVES	ACTIVITIES
1.0 the student will budget money according to allotted allowance and items wanted and/or needed.	1.1 Discuss in a group the importance of having a budget, choosing to use money for the needs before the wants. 1.2 Assign students to list their needs and wants, then plan a budget according to their allowance.
2.0 Given the income and a list of all family expenses, the student will make calculations and determine a sound budgeting plan.	2.1 Using resource sheet #MM I, instruct students to set up a budget for a family. 2.2 Arrange to have an accountant and/or business manager speak to the class.

Banking Services

OBJECTIVES	*ACTIVITIES*
3.0 The student will be familiar with the various services of a bank and credit union.	3.1 Discuss the various services of a bank and credit union: savings accounts (long term, passbooks), checking accounts (register, statements), mortgages, safety deposit boxes, loans (interest rates), etc. Ask those students who have used bank services to tell the class about their experiences.
	3.2 Assign each student the task of investigating his or her local bank, credit union or loan company reporting on a service either offers.
	3.3 Arrange to have a panel of speakers representing a bank, loan company and a credit union visit the class.
	3.4 Plan a banking workshop in which each student role-plays an employee of either a bank, credit union, or loan company and demonstrates services they offer.
4.0 Given amounts to deposit and withdraw, each student will fill in all appropriate forms and calculate his savings balance.	4.1 Obtain or duplicate from a bank actual deposit and withdrawal forms for the students to practice filling out.
	4.2 Illustrate and explain the use of the appropriate banking forms.

5.0 Given checks and a ledger, along with deposit and withdrawal information, each student will keep a record of the amount in his checking account.	5.1 Illustrate and explain the use of a checkbook and ledger as well as the proper drawing of checks. 5.2 Issue checkbooks for each student by using resource sheets #MM II to make copies, and stapling copies together to construct a checkbook and register. 5.3 Given deposit and withdrawal information, have students keep records of the amounts in their checking accounts.
6.0 Given all the information concerning income and expenses, the student will balance a budget for a family of four for one month including calculations for a checking and savings account.	6.1 Give students the information about the income and expenses for a family for a one month period (resource sheet #MM III). Have them manage the entire budget, including all record keeping on resource sheets #MM IV to MM VIII for a checking and savings account.

Medical Care & Insurance

OBJECTIVES	*ACTIVITIES*
7.0 The student will become familiar with the cost of medical care as it relates to medical insurance and preventive medicine.	7.1 Introduce and discuss the topics of medical care, its costs, medical insurance (Medicaid, Medicare) and preventive medicine.
	7.2 Have students compute the costs of regular medical care for each member of their family to determine total yearly medical costs.
	7.3 Have students compare figures obtained for 7.2 to the total medical costs for a family which has health insurance.
	7.4 Arrange for a speaker (physician, school nurse, group health insurance representative) to address the class on medical costs, medical insurance and/or preventive medicine.
8.0 The student will understand the proper use of drugs, both prescription and non-prescription.	8.1 Introduce and discuss different kinds of drugs (medicine) with emphasis on the difference between non-prescription (e.g., over-the-counter cold remedies) and prescription drugs, and on cutting costs of prescription drugs (generic drug use).
	8.2 Introduce and discuss the topics of drug safety and proper use of all medicine.
	8.3 Using the "Drug Packet" available in the Modern Education Consumer Kit (See Bibliography reference

in Appendix E), have students complete the activities related to drugs, cold remedies, cutting costs on prescription drugs and drug safety.

8.4 Arrange for a pharmacist to address the class on proper drug use and drug safety.

9.0 The student will become familiar with the purposes and uses of automobile and life insurance.

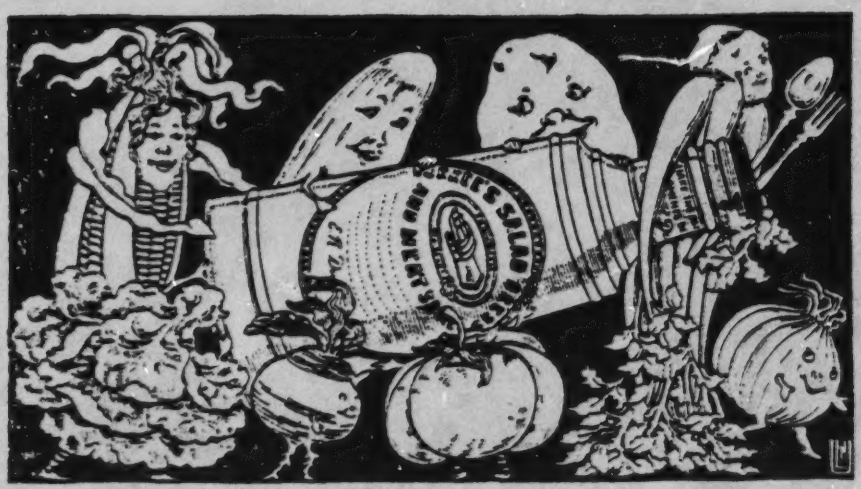
9.1 Introduce and discuss automobile and life insurance and their purposes and uses.

9.2 Reinforce the discussion of insurance by having students list real life situations where insurance is needed.

9.3 Have students collect appropriate current events articles and discuss how each illustrates the role that insurance plays in the situations people face daily.

FOODS & NUTRITION

THE FOODS AND NUTRITION WORKSHOP PROVIDES EACH STUDENT WITH EXPERIENCE IN SHOPPING, IN THE USE AND CARE OF COOKING UTENSILS AND APPLIANCES, IN FOLLOWING A RECIPE AND IN SETTING A TABLE. BASIC COOKING TERMS AND MEASUREMENTS ARE INTRODUCED, AND THE MATERIAL IN THIS UNIT IS DESIGNED TO REINFORCE KNOWLEDGE OF GOOD NUTRITION AND THE FOUR FOOD GROUPS.



OBJECTIVES	*ACTIVITIES*
1.0 The student will name the four basic food groups and name foods which are included in each group.	1.1 Discuss the four basic food groups and, using resource sheet #FN I, have students identify in which group each food belongs.
2.0 The student will formulate an understanding of nutrients and their importance in a well balanced diet.	2.1 Using resource sheet #FN II, discuss each nutrient listed and its importance to a good diet and health.
3.0 Using his/her knowledge of good nutrition and the four food groups, the student will plan well balanced meals.	3.1 Give students a sample menu (resource sheet #FN III) and have them plan a nutritious breakfast, lunch and dinner using resource sheet #FN IV. 3.2 Arrange to have a representative from the Dairy Council and/or a Dietician speak to the class on good nutrition.
4.0 The student will formulate a grocery list taking into consideration comparison shopping, unit pricing, quality and quantity.	4.1 Discuss in depth the importance of comparison shopping, unit pricing, quality and quantity of food when grocery shopping. Using resource sheet #FN V have students formulate a grocery list for a typical family, listing the item, brand name, quantity price per unit and the total cost.
5.0 The student will develop the ability to compare objectively different brands of food.	5.1 Discuss the comparisons between store brands and national brands.

	5.2 Using resource sheet #FN VI have the students compare and score two brands of peanut butter by tasting them and charting their smell, texture and taste.
6.0 The student will apply his/her knowledge of unit pricing by comparing two different brands on the basis of quantity and price.	6.1 Using the chart (resource sheet #FN VII), have students write down specific information on two different brands of food and then choose the best buy. 6.2 Using resource sheet #FN VIII, let the students choose the brand that is the best buy for the two recipes given.
7.0 The student will become aware of the layout and characteristics of a typical grocery store by observing the various departments, the conveniences throughout the store, and the way in which the store conserves or wastes energy.	7.1 Plan a trip to a local grocery store. Give the students resource sheet #FN IX to enable them to answer the questions on the observation sheet and to become familiar with the layout of a typical grocery store.
8.0 The student will correctly read food labels to determine the presence of, purpose(s) for, and nutritional value of the chemicals in any non-organic ingredients.	8.1 Introduce the concepts of non-organic ingredients in various products, the chemical compositions they contain, and their uses and purposes in food items. 8.2 Collect food labels to evaluate the ingredients and to determine the actual contents and the nutritional value.

9.0 The student will demonstrate proper use of basic kitchen utensils.	9.1 Using resource sheet #FN X, discuss when and how different kitchen utensils should be used.
10.0 The student will demonstrate proper use and care of kitchen appliances properly.	10.1 Using resource sheet #FN XI, discuss the use and proper care of ovens, ranges and microwave ovens.
11.0 The student will demonstrate basic understanding of cooking terms.	11.1 Using resource sheet #FN XII, discuss with the students the meaning of basic cooking terms (mince, chill, dot, grease, parboil, etc.) that are often found in recipes.
12.0 The student will measure liquid and dry ingredients, know how to use measuring cups and spoons, and demonstrate an understanding of the meaning of cooking abbreviations and eqivalents.	12.1 Discuss kitchen math with the students using resource sheet #FN XIII. Have them read and learn the abbreviations and equivalents often found in recipes.
13.0 Each student will become familiar with reading and following recipes and will prepare nutritious foods.	13.1 The following cooking activities should take place in three class periods, each one period concentrating on specific skills needed to prepare nutritional snacks for a specific food group (fruits and vegetables, breads and cereals,and meats). The students should be divided into groups of five with an adult to supervise each group. Each group will be given a different recipe to prepare.

The class period will be divided into two parts:
In the Classroom -- a short review of the food group involved; pass out recipes; read and have students list the utensils needed; make sure students understand the terminology and the steps needed to prepare the recipe.
In the Kitchen -- (students divided into groups with a supervisor) obtain ingredients and utensils needed, demonstrate each skill required for the recipe; have students prepare the recipes; stress the importance of cleaning up when finished.

Fruits and Vegetables:
skills -- paring, peeling, cutting, chopping, coring, slicing
recipes -- apple cheese snack, carrot slices and cream cheese, stuffed dates, banana orange junior

Breads and Cereals:
skills -- mixing, beating, measuring, baking, timing
recipes -- bran muffins, oatmeal, party mix, scotch treats

Meats:
skills -- cutting, coring, mixing, use of stove and oven
recipes -- pigs in a blanket, tuna apple salad, chili, mini pizzas

(All recipies are on resource sheets #FN XIV to #FN XVI).

13.2 Arrange for a field trip to a cooking school and/or restaurant.

14.0 Given the necessary equipment, the student will set a table properly.

14.1 Using resource sheet #FN XVII, discuss the dinnerware, etc. used at a table, the correct way to set a table, and proper table etiquette.

14.2 Test the student's knowledge of the correct way to set a table by providing a ditto copy of a place mat and having the students draw the dishes, utensils, etc.

14.3 Actually have students correctly set a table.

SEWING & CLOTHING

IN THE SEWING AND CLOTHING UNIT, EACH STUDENT CONSTRUCTS A SIMPLE TOTE BAG AS A PROJECT. IN DOING SO, THE STUDENT GAINS EXPERIENCE WITH SEWING TERMS, SEWING EQUIPMENT, AND BASIC HAND STICHES AS WELL AS WITH SIMPLE PROCEDURES FOR MENDING. IN ADDITION, THIS UNIT GIVES STUDENTS EXPERIENCE IN PLANNING A WARDROBE AND IN SHOPPING FOR CLOTHES.

Sewing

OBJECTIVES	*ACTIVITIES*
1.0 The student will thread a needle and knot the thread.	1.1 Discuss and demonstrate the proper way to thread a needle and knot the thread. Then give students a needle and thread, and have them thread the needle and knot the thread.
2.0 The student will perform the baste stitch.	2.1 Discuss the purpose of and demonstrate the baste stitch. Then give the students the proper materials and have them practice the baste stitch.
3.0 The student will mend tears, patch clothing, and sew buttons.	3.1 Demonstrate mending common tears in clothing, i.e., how to mend along a seam, and how to patch a hole. 3.2 Demonstrate how to construct a patch to reinforce worn out areas in clothing and to patch larger tears in clothing. 3.3 Demonstrate how to sew a button and how to replace buttons on shirts, etc. 3.4 Give students a piece of cloth and a button and have them practice sewing buttons. 3.5 Have each student bring to class a garment that requires mending and mend the garment in class.
4.0 Given a basted seam, the student will use a sewing machine to measure and construct a finished seam using a straight stitch.	4.1 Demonstrate measuring the seam and doing the straight stitch using the sewing machine.

	4.2 Have students use a sewing machine to construct a finished seam using a straight stitch over a basted seam.
5.0 Given a needle, thread and cloth, the student will sew one of a variety of decorative stitches, (applique, blanket stitch and french knots).	5.1 Demonstrate a variety of decorative stitches, then have student practice making the stitches using a needle, thread and cloth.
6.0 The student will construct his/her own tote bag.	6.1 This sewing workshop takes place in 4-5 class periods. Generally, the first period concentrates on measuring, threading a needle and knotting the thread,and basting. During the second period, most students work on machine sewing of side seams, and the measuring and basting of the top panel. During the third period, machine sewing is completed. The remainder of all available time is spent demonstrating decorative stitches so that the student may select an appropriate one to decorate his bag. Resource sheet #SC-1, gives step-by-step instructions to make the tote bag.

Clothing

OBJECTIVES	ACTIVITIES
7.0 After visiting a fabric store, the student will become familiar with the selections, measurements, cost and different types of materials and patterns available.	7.1 Arrange a field trip to a fabric store. Through filling out resource sheet #SC-11, the student will investigate and learn about material and patterns. 7.2 Plan a trip to a Knitting Mill, seamstress, and/or tailor.
8.0 The student will explain the differences and similarities between a department store and a discount clothing store.	8.1 Arrange a field trip to both a department store and a discount clothing store. By filling out resource sheet #SC-III, the student will objectively compare the two stores and become aware of their differences and similarities in physical appearance, and quality and comparison of clothing.
9.0 The student will plan a wardrobe that is sensible in cost and care.	9.1 Give each student a mail order catalogue or store ad, and discuss the prices, materials, and care of various clothing. 9.2 Instruct students to plan a wardrobe for two seasons of the year. To do this, cut out clothing from a catalogue(s) and paste it on construction paper. Encourage the students to keep in mind the importance of selecting clothes after examing the material, care instructions, and cost.

PERSONAL HYGIENE & GOOD GROOMING

THIS UNIT REVIEWS THE CONCEPTS OF PERSONAL HYGIENE AND GOOD GROOMING. THE UNIT ALSO INTRODUCES THE CONCEPTS OF GOOD NUTRITION AND PROPER REST AND EXERCISE AS THEY RELATE TO BOTH FEELING AND LOOKING WELL.

OBJECTIVES	ACTIVITIES
1.0 The student will understand the concept of personal hygiene as it relates to good grooming.	1.1 Introduce and discuss the elements of personal hygiene and cleanliness: daily bath or shower; washing hands and face; shampooing; cleaning and manicuring nails, both hands and feet; oral hygiene (use of dental floss); using deodorants, mouthwash, etc.; care and storage of clothing.
	1.2 Discuss the importance of a regular schedule for good grooming (see list under 1.1).
	1.3 Divide the class into groups and have each group develop a schedule for good grooming. Have the students indicate which activities should be done on a daily basis, weekly basis, etc. Compare lists for further classroom discussion.
2.0 The student will understand the concepts of good nutrition and proper rest and exercise as they relate to good health and good personal habits.	2.1 Introduce and discuss the importance of eating a well-balanced diet as it relates to both looking and feeling well. Include a discussion of diet as it relates to skin care and weight control.
	2.2 Introduce and discuss the importance of proper rest and exercise as they relate to both looking and feeling well.

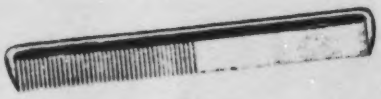
2.3 Ask each student to analyze whether he/she presently eats a balanced diet and receives the proper amounts of rest and exercise. Discuss, as a class, what are the proper amounts of rest and exercise for themselves and for each member of their family. List ways to exercise that are easy and fun.

2.4 Show a filmstrip on personal hygiene or a related subject (usually available from state or local health departments).

3.0 The student will explore the relationship between looking good and feeling good (good self concept).

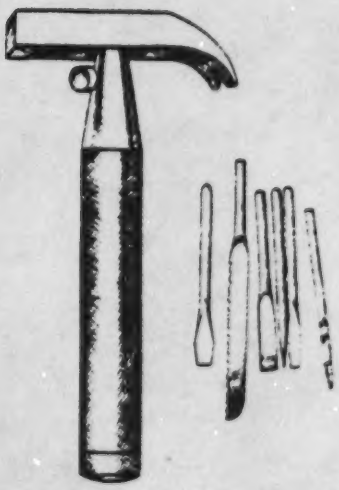
3.1 Introduce the concept of personal appearance as it relates to how others view you and to how you view yourself.

3.2 Display photographs from magazines, newspapers, etc., that show a variety of people. Ask students to describe their reactions to the person(s) in each photograph. Illustrate, through this activity, the extent to which impression and opinions may be formulated based on outward appearance only. Reinforce the importance of making a good first impression.

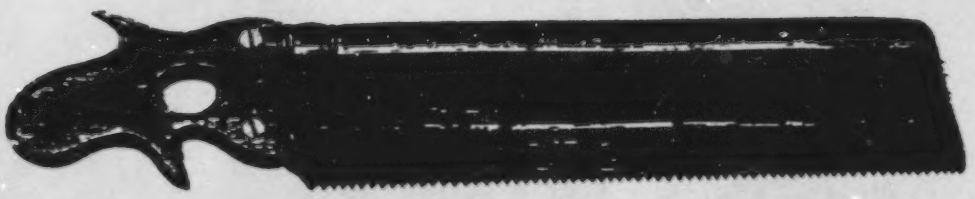


WOODWORKING (intermediate)

IN THIS UNIT, EACH STUDENT BECOMES FAMILIAR WITH COMMON HAND TOOLS AND MATERIALS AS HE OR SHE DESIGNS, PLANS AND CONSTRUCTS A WOODWORKING PROJECT OF HIS/HER OWN.



OBJECTIVES	*ACTIVITIES*
1.0 The student will identify basic woodworking tools (hammer, chisel, handsaw, sandpaper, varnish brush).	1.1 Discuss and name the basic woodworking tools, then have students name them as they are indicated.
2.0 Given the basic tools, the student will use them properly following all safety precautions.	2.1 Discuss and demonstrate the use and safety precautions of the basic tools, then have the students themselves demonstrate the proper use of each tool following the safety precautions. 2.2 Arrange for a carpenter, handyman, or tool company representative to address the class.
3.0 Given the proper materials, the student will design, plan and construct a hot plate as a project of his/her own.	3.1 Using resource sheet #WI I, demonstrate and discuss how to design and plan a project (hot plate). Include a discussion of selecting the appropriate tools and materials. 3.2 Have each student design his own variation of a hot plate, and develop the plans to construct it. 3.3 Over 2 to 3 class periods, have students construct the hot plate they designed in 3.2.



APPENDIX A

RESOURCE SHEETS

PRIMARY CURRICULUM

LAUNDRY KNOW-HOW

HOT WATER TEMPERATURE

Hot water, as hot as available, is needed to clean white and colored fabrics that do not fade (colorfast). At high-water temperatures, detergents and bleaches are more effective.

Medium or lukewarm water is used for colored and heat-sensitive materials that are not heavily soiled.

Cool water is used for colored fabrics that will fade, fabrics not heavily soiled, and special materials where shrinkage or finish may be problems.

DETERGENTS AND SOAPS

Detergents and soaps make water "wetter" so that it penetrates fabrics to loosen soil and keep soil in suspension until it is rinsed away.

Detergents and soaps are available in powdered and liquid forms, and in all-purpose and mild types. Detergents vary in concentrations. It takes different amounts of various types and brands to give the best cleaning. THE BEST GUIDE FOR THE AMOUNT TO USE FOR EACH WASH IS THE PACKAGE DIRECTIONS. (Using too little detergent is the biggest cause of poor washing results.) Take time to measure detergents: too little detergent or soap gives poor results; too much is wasteful.

Liquid detergents are concentrated and convenient to use for pre-treating soiled areas before washing.

There are also some detergents made especially to use with cool water. These can also be used with hot water, but regular detergents are concentrated and not as effective in cooler water.

BLEACHES

Bleaches, properly used, help to keep clothes clean and sparkling; they are good companions to detergents, but never take their place. Liquid chlorine bleaches should be diluted and added several minutes after washing starts. Adding bleach immediately reduces the effectiveness of brighteners in detergents. Avoid pouring bleach directly onto clothes for damage to fabrics may result.

BUY WASHABILITY

Whenever possible, buy fabrics that can be washed.

BE A TAG SAVER

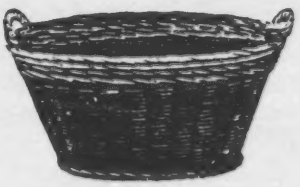
The best information for washing a particular item is on the tag or instructions that come with it. Save these tags and care instructions to refer to them when necessary.

TAKE A TEST

Wash very bright colors alone the first time because even colorfast things may give up some dye at the start.

PLAN BY THE LOAD

Always sort the wash so there will be as many full loads as possible, but resist the temptation to crowd the washer. There should be separate loads of white and light color-fast things, bright and dark-colored ones, and permanent press items. Permanent press should be washed only with similar fabrics because it easily picks up lint and fuzz.



ALL TEMPERATURE CHEER

DIRECTIONS:

SORT YOUR LAUNDRY

Wash whites, colorfast prints and pastels separately from other items. Also, wash heavily soiled items separately. In order to prevent snagging, wash knit garments inside out making sure that zippers are closed and sharp buttons removed.

USE THE PROPER TEMPERATURE AND FABRIC CYCLE

Look for recommended wash temperature on the labels in the garments. In general, the table below is a good guide for wash temperatures. Cold water rinsing is effective for all wash-loads.

USE THE RIGHT AMOUNT OF CHEER

Use the right amount of cheer as shown on the side of the package. A good bleach, used according to manufacturer's instructions, can be helpful for stubborn stains or very heavily soiled garments.

HOT WATER

Hot water gives quickest and best cleaning.

USE IT FOR .....
White cottons, colorfast pastels, light prints, diapers.

REGULAR CYCLE
White cottons and linens, colorfast pastel cottons, work clothes, diapers, canvas shoes.

PERMANENT PRESS CYCLE
Heavily soiled "warm" water items such as colorfast permanent press, play and work clothes, white nylon and polyester fabrics, including double knits.

DELICATE CYCLE
Delicately-constructed heavily-soiled permanent press, white lingerie, white lace items, color-fast, baby clothes, washable heirlooms.

WARM WATER

Warm water reduces dye fading, preserves fabric finishes, and helps reduce wrinkling.

USE IT FOR .....
Permanent press or wash and wear, colorfast dark or bright colors, light colors that bleed, nylons, polyesters, acrylics, washable silks and woolens.

REGULAR CYCLE
Brightly colored towels, colored cottons and linens, colored scatter rugs, colored chenille spreads and robes.

PERMANENT PRESS CYCLE
Moderately soiled permanent press, colored nylon, polyester and acrylic fabrics, colored socks.

DELICATE CYCLE
Moderately soiled, colored lingerie, washable woolens, hosiery, nylons.

COLD WATER

Cold water helps protect sensitive dyes, minimizes wrinkling, and saves hot water.

USE IT FOR .....
Dark or bright colors that bleed. Very lightly soiled fabrics. Some stains, such as blood, chocolate and milk, to help keep them from setting.

REGULAR CYCLE
Dark and bright colored cottons that bleed, lightly soiled cottons.

PERMANENT PRESS CYCLE
Lightly soiled permanent press, dark and bright colored nylon, polyester or acrylic fabrics.

DELICATE CYCLE
Very lightly soiled delicately constructed items.

READING LABELS

KNIT SHIRT

60% Cotton
40% Polyester

Machine wash warm gentle cycle. Do not bleach. Wash with like colors. Dry at medium temperature or line dry. Touch up with iron.

NORMAL SHIRT

100% Cotton

Machine wash warm gentle cycle. Tumble dry at medium temperature. Remove promptly from dryer. Let it cool. Iron if you wish.

PERMANENT PRESS

100% Nylon

Machine wash warm delicate cycle. Wash darks separately! Tumble dry at low temperature. Remove promptly.

QUIZ ON SORTING CLOTHES FOR WASHING

NAME _____

How would you wash these clothes?

lightly soiled cottons
chenille bedspread
brightly-colored towels
washable woolen pants
colorfast blue shirt
white cotton pants
white sheets
blood-stained
work clothes
jacket
white knit
pants
dark red
shirt that bleeds
diapers

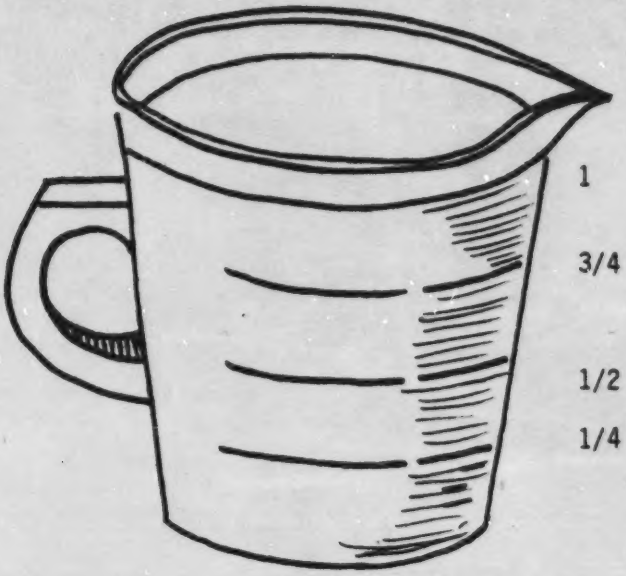
Place them in the correct column.

Hot	Warm	Cold

TREATING STAINS

STAINS	TREATMENT
Blood	As soon as possible, rinse in cold water, and then wash as usual.
Car Grease	Use liquid detergent or a paste of dry detergent and water, and work into stain to loosen it. Wash in as hot water as possible for fabric, using appropriate bleach.
Grass Stains	Rub liquid detergent or a paste of dry detergent and water into stain. If stain remains, sponge with rubbing alcohol, and then wash as usual.
Mustard	As soon as possible, soak in cold water, flexing material to loosen stain, and then wash with hot water and detergent.
Tea, Coffee, and Cola	As soon as possible, soak in clear, clean water and then wash in detergent solution.
Milk, Cream, and Ice Cream	Use liquid detergent or a paste of dry detergent and water, and work into stain to loosen it. If stain remains, wash in as hot water as possible for fabric, using appropriate bleach.

MEASUREMENTS



1 cup = 8 ounces = half pint

1/4 cup = 2 ounces

1/2 cup = 4 ounces

3/4 cup = 6 ounces

1¼ cup = 10 ounces

1½ cup = 12 ounces

OPERATING THE CLOTHES WASHER

1. Plug electric cord into wall outlet.
2. Snap on the water faucet connector.
3. Select water level.
4. Measure and add detergent to tub.
5. Load clothes; close lid.
6. Push timer knob in and turn to the right to desired cycle and wash time.
7. Adjust wash and rinse water at the faucet.
8. Pull the timer knob out to start the washer. The washer will stop itself. Special Note - If the load becomes unbalanced, push timer knob in. Next raise the lid and rearrange the load. Close the lid and pull the timer knob out.
9. Wash Cycles: Normal - 6 to 14 minutes
   Permanent Press - 4 to 12 minutes
   Knit or Delicate - 4 to 8 minutes
   Short Load - 2 to 6 minutes

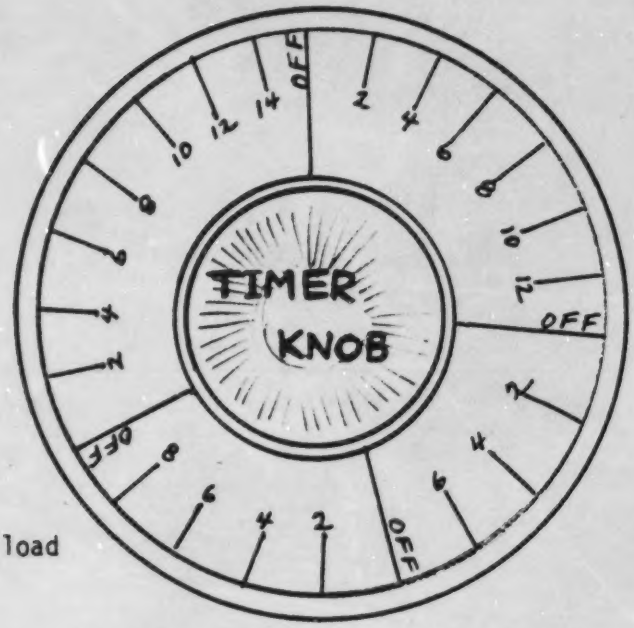
OPERATING THE CLOTHES DRYER

1. Turn on dryer.
2. Put laundry into dryer and shut the door.
3. Turn the control knob to the desired setting.
4. Push the control knob to start the dryer.
5. Dryer Cycles: Normal - 20 to 100 minutes
   Air - 10 minutes
   Permanent Press - 20 to 80 minutes

WASHER KNOB

normal load

permanent press load

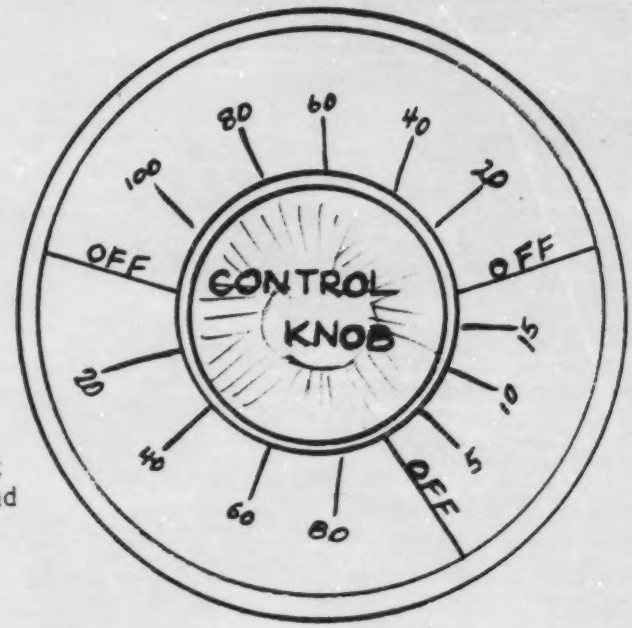


knit or delicate load

short load

CLOTHES DRYER KNOB

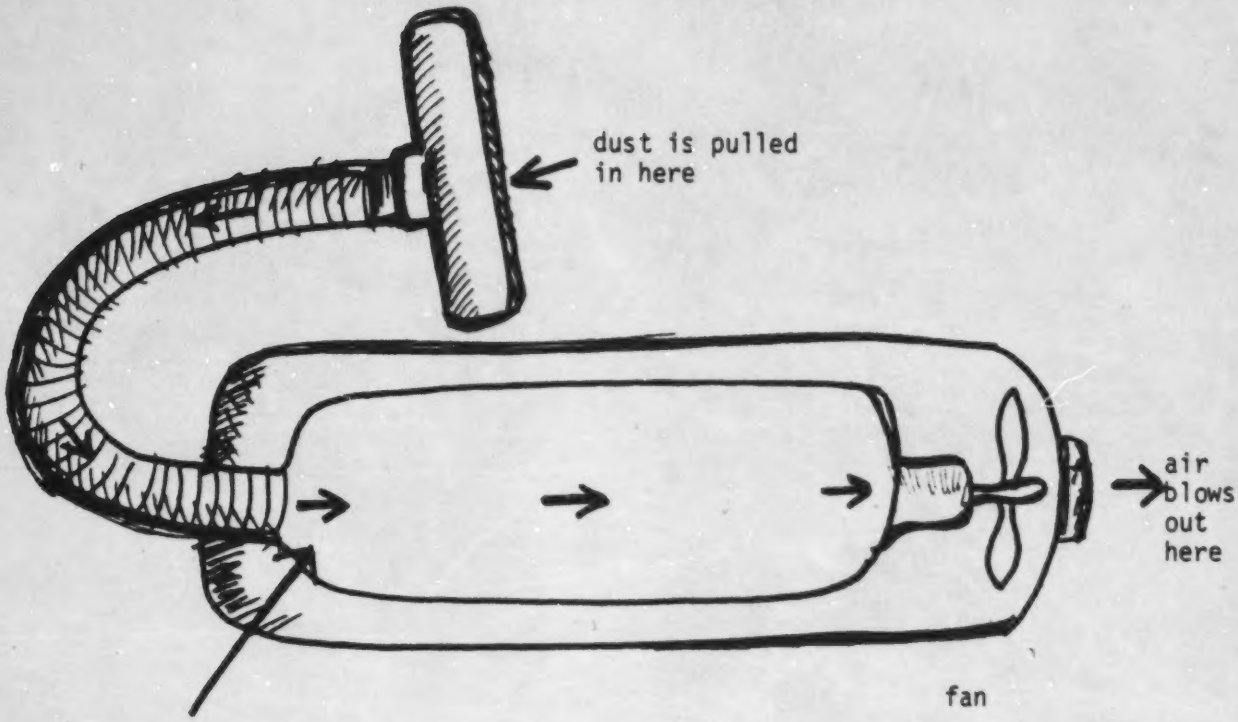
normal load



permanent press load

air dry load

VACUUM CLEANER



Vacuum cleaners come in all shapes and sizes, but all of them have electric fans that do the work. An electric fan blows a stream of air ahead of it, and you can feel the air. But what happens behind the fan? Because the fan is blowing out air, other air has to replace it. So the air near the opening in the nozzle rushes in with all the dirt from the carpet, and carries it in towards the fan. The air and dirt are blown into the bag, and the dust particles are caught in the cloth bag. The air goes through the tiny holes in the cloth. Every once and a while the bag must be emptied because dirt and dust build up.

VACUUM CLEANER WORKSHEET

NAME _____ DATE _____

DRAW AND LABEL THE ATTACHMENTS TO A VACUUM CLEANER AND THEN MATCH THE ITEMS IN EACH COLUMN:

Round Dusting Brush	Use it for suction cleaning
Upholstery Nozzle	Use it for lamp shades
Crevice Tool	Use it for extending cleaning reach
Extension Wand	Use it for cleaning curtains and pillows

THINGS TO REMEMBER ABOUT HOME SAFETY

Never

Try to reach a high place by using a rocking chair or a box

Sit on a window sill

Lean out of a window

Leave toys, pots or pans on floors or stairs

Always

Be extra careful when carrying large bundles or objects on stairs

Mark bottles plainly and clearly that contain poisionous liquids or solids

Take care of cuts and scratches immediately

Be extra careful on highly polished or wet floors; they are slippery and often dangerous

About one-half of all accidents occur in the home.

Good housekeeping prevents many accidents.

Young children need protection from accidents in the home.

TEST ON FOUR FOOD GROUPS

NAME _____

Look at these names of foods. Decide which food group each food belongs to, and write its name in the correct column.

egg	cheese	chicken
rice	tomato	crackers
corn	celery	hot dog
fish	yogurt	ice cream
steak	carrot	spaghetti
bacon	banana	corn bread
apple	lettuce	green beans
butter	noodles	cottage cheese

MILK	MEAT	FRUITS AND VEGETABLES	BREADS AND CEREALS

WORKSHEET ON GOOD NUTRITION

NAME _____

Find out if breakfast boosts your energy and helps you feel better in the morning. Write down what you had for breakfast each morning for a week. Then write down how you felt and how much energy you had each day.

	WHAT I ATE				HOW I FELT	HOW MUCH ENERGY I HAD
	Milk	Meat	Fruits & Vegs.	Bread & Cereal		
MON.						
TUE.						
WED.						
THU.						
FRI.						

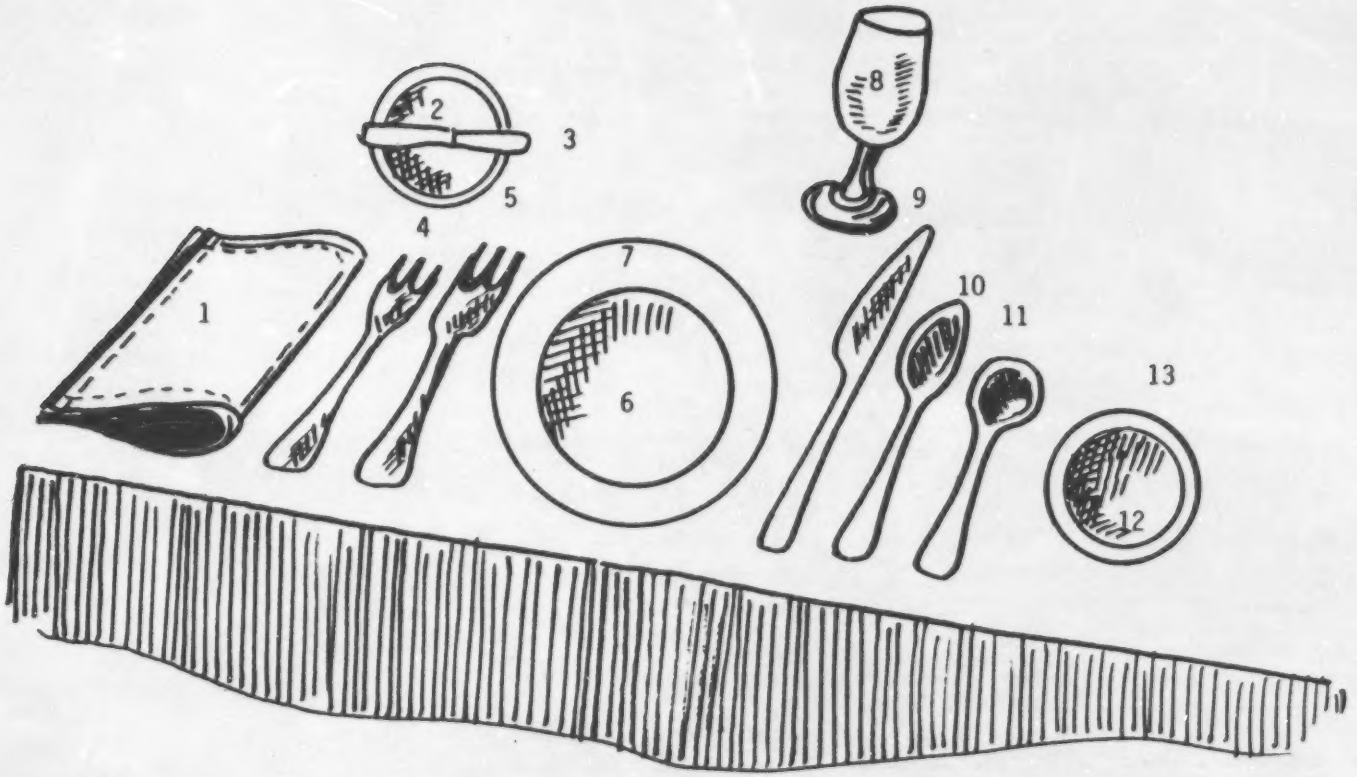
WORKSHEET ON SHOPPING

You have $10.00 to spend on groceries. You must buy food for a balanced breakfast, lunch and supper. First, list (on a separate piece of paper) what you would have for each meal. Second, put the price next to each item. Add up all the prices. How much change will you get back?

steak	$2.09	macaroni	$ .42
milk	.75	pancakes	.89
peas	.39	tomatoes	.89
bacon	1.39	cucumbers	2/ .49
bread	.55	tuna fish	.75
cereal	.69	string beans	.35
apples	.69	orange juice	.55
hamburg	1.19	baked beans	.69
chicken	.79	eggs (1 doz.)	.89
cookies	.89	fruit cocktail	.49
bologna	1.19	frankfurts (1 pkg.)	1.39
lettuce	.59	potatoes (5 lbs.)	.69

SETTING THE TABLE

1. napkin
2. butter dish
3. butter knife
4. salad fork
5. dinner fork
6. soup bowl/salad bowl
7. dinner plate
8. water glass
9. serrated knife
10. spoon
11. soup spoon
12. tea/coffee cup
13. saucer



MAKING A KNOT
(WALL CHART AND INDIVIDUAL INSTRUCTION SHEET)

1. Thread on left finger

2. Next, twirl the thread with your thumb

3. Slip the thread out of your finger

4. Now pull down on the loop

BASIC STICHES
(WALL CHART AND INDIVIDUAL
INSTRUCTION SHEET)

1. The *Basting Stitch* is used to hold material in place. When your work is finished, the basting stitch will be removed from the material.

2. The *Slipstitch* is used for hemming an article. These stitches are permanent, and left in when work is finished.

SEWING INSTRUCTIONS
(WALL CHART AND INDIVIDUAL INSTRUCTION SHEET)

1. Fold raw edge of material.

2. Fold material again and pin and baste into place.

3. Slipstitch hem into place and remove basting.

APRON INSTRUCTIONS
(Using Pre-cut Material)

SIDES

1. Make a 1" hem on both sides of apron, turning under 1/4" on raw edges. Pin in place.

2. Baste sides of apron, and machine stitch along basting. Remove basting stitches.

TOP

3. Turn down hem 1 1/2" turning under 1/4" on raw edge. Pin and baste close to the fold. Machine stich along basting. Remove basting stitches.

HEM

4. Turn up hem 2" turning under 1/4"raw edge. Pin and baste close to fold.

5. Slipstitch hem into place. Remove basting.

NECK CORDING

6. Using a 28" length cord, pass cording through neck using safety pin.

WAIST CORDING

7. Sew two 16" length cords to waist.

CARPENTRY WORD SEARCH PUZZLE

Find the following tools in the puzzle:

1. A tool used for hitting nails (except for fingernails)
2. A tool that has more teeth than a crocodile
3. A saw used for cutting curves
4. A tool used to tighten screws
5. A tool used to cut or smooth down wood
6. A tool used for drilling holes
7. A tool with a sharp edge used for shaping wood
8. A tool used to keep things straight
9. A person who builds things from wood
10. A place to put your tools
11. A tool used to hold wood when cutting
12. The part of a hammer to take out nails
13. A tool with a funny name used to loosen or tighten bolts
14. Used to smooth wood surfaces before painting.

Hint: the words can go in any direction: up ↑ , down ↓ , across ↔ , or diagonally ↘ or ↙ .

CARPENTRY WORD SEARCH PUZZLE

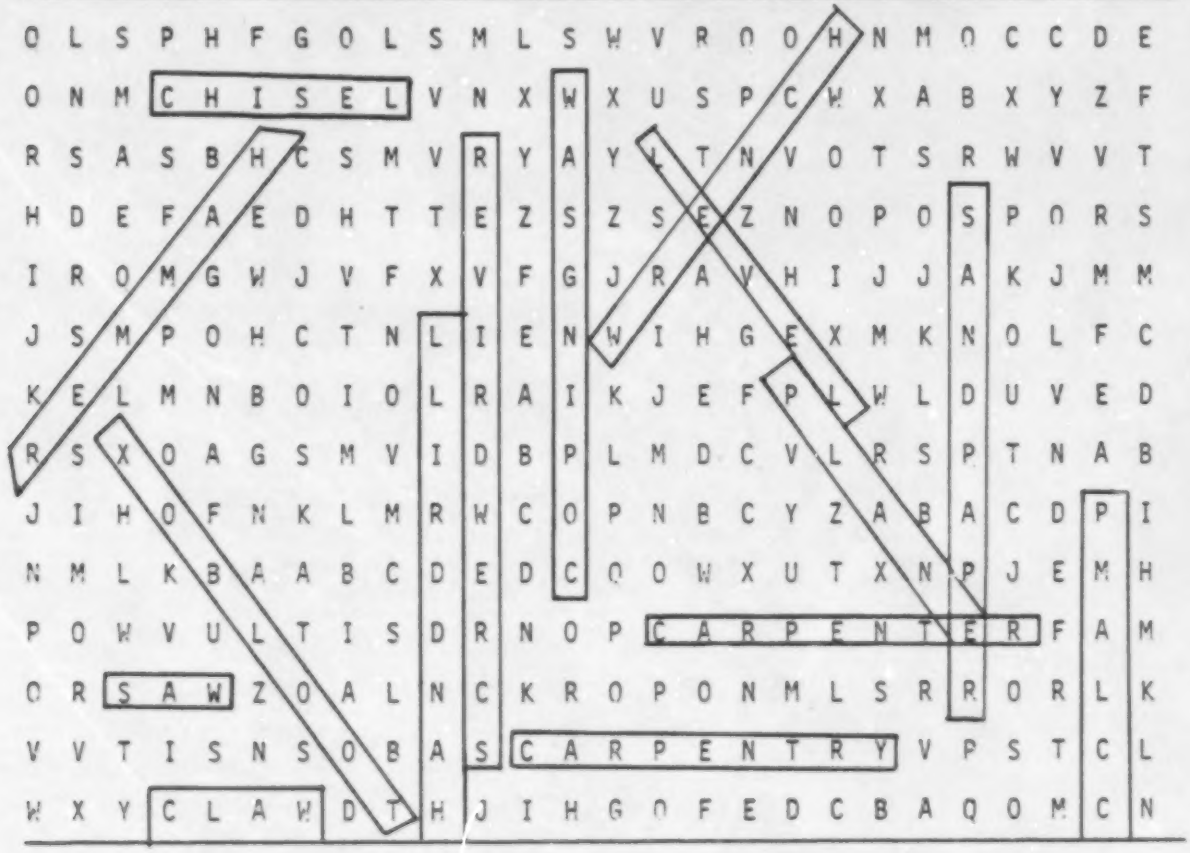
Find tools in the puzzle:

O	L	S	P	H	F	G	O	L	S	M	L	S	W	V	R	O	O	H	N	M	O	C	C	D	E
O	N	M	C	H	I	S	E	L	V	N	X	W	X	U	S	P	C	W	X	A	B	X	Y	Z	F
R	S	A	S	B	H	C	S	M	V	R	Y	A	Y	L	T	N	V	O	T	S	R	W	V	V	T
H	D	E	F	A	E	D	H	T	T	E	Z	S	Z	S	E	Z	N	O	P	O	S	P	O	R	S
I	R	O	M	G	W	J	V	F	X	V	F	G	J	R	A	V	H	I	J	J	A	K	J	M	M
J	S	M	P	O	H	C	T	N	L	I	E	N	W	I	H	G	E	X	M	K	N	O	L	F	C
K	E	L	M	N	B	O	I	O	L	R	A	I	K	J	E	F	P	L	W	L	D	U	V	E	D
R	S	X	O	A	G	S	M	V	I	D	B	P	L	M	D	C	V	L	R	S	P	T	N	A	B
J	I	H	O	F	N	K	L	M	R	W	C	O	P	N	B	C	Y	Z	A	B	A	C	D	P	I
N	M	L	K	B	A	A	B	C	D	E	D	C	O	O	W	X	U	T	X	N	P	J	E	M	H
P	O	W	V	U	L	T	I	S	D	R	N	O	P	C	A	R	P	E	N	T	E	R	F	A	M
O	R	S	A	W	Z	O	A	L	N	C	K	R	O	P	O	N	M	L	S	R	R	O	R	L	K
V	V	T	I	S	N	S	O	B	A	S	C	A	R	P	E	N	T	R	Y	V	P	S	T	C	L
W	X	Y	C	L	A	W	D	T	H	J	I	H	G	O	F	E	D	C	B	A	O	O	M	C	N

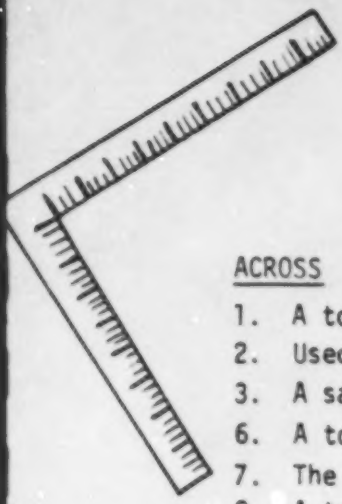
Hint: the words can go in any direction: up ↑ , down ↓ ,
across ↔, or diagonally ↘ or ↙ .

CARPENTRY WORD SEARCH PUZZLE KEY

Find tools in the puzzle:


O L S P H F G O L S M L S W V R O O H N M O C C D E
O N M C H I S E L V N X W X U S P C W X A B X Y Z F
R S A S B H C S M V R Y A Y L T N V O T S R W V V T
H D E F A E D H T T E Z S Z S E Z N O P O S P O R S
I R O M G W J V F X V F G J R A V H I J J A K J M M
J S M P O H C T N L I E N W I H G E X M K N O L F C
K E L M N B O I O L R A I K J E F P L W L D U V E D
R S X O A G S M V I D B P L M D C V L R S P T N A B
J I H O F N K L M R W C O P N B C Y Z A B A C D P I
N M L K B A A B C D E D C O O W X U T X N P J E M H
P O W V U L T I S D R N O P C A R P E N T E R F A M
O R S A W Z O A L N C K R O P O N M L S R R O R L K
V V T I S N S O B A S C A R P E N T R Y V P S T C L
W X Y C L A W D T H J I H G O F E D C B A Q O M C N

Hint: the words can go in any direction: up ↑ , down ↓ , across ↔ , or diagonally ↘ or ↙ .



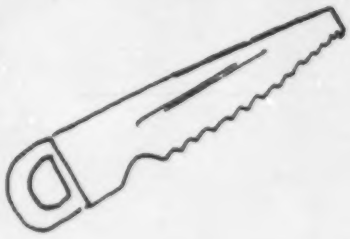
CARPENTRY CROSSWORD PUZZLE

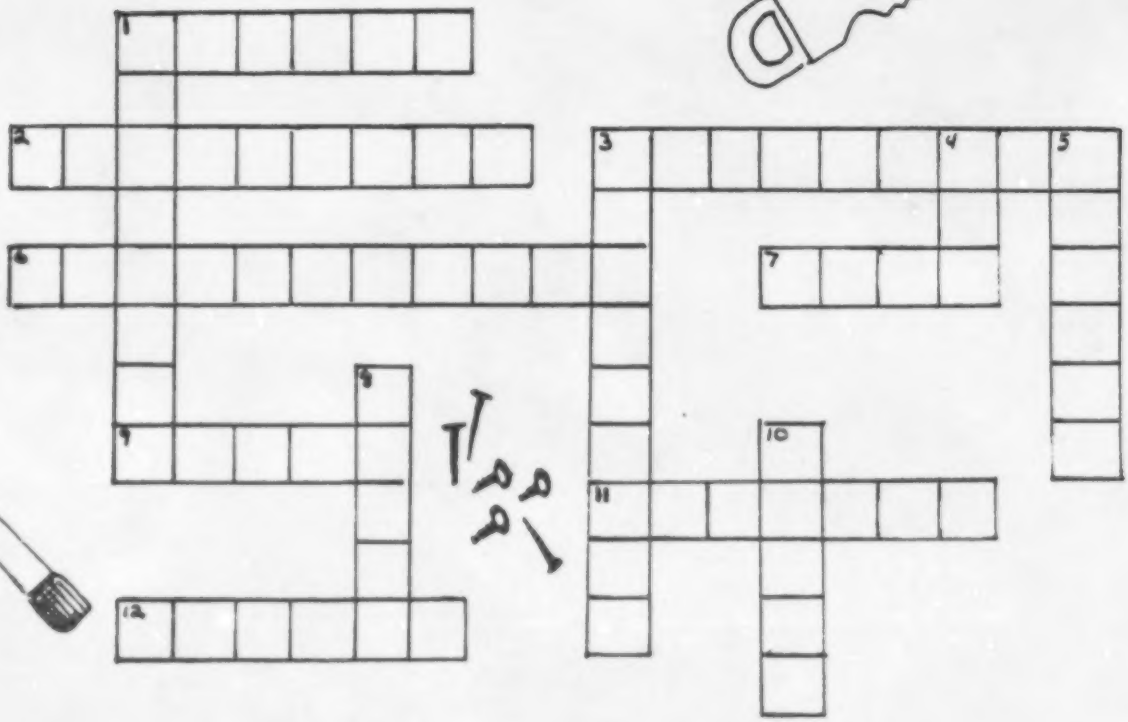
ACROSS

1. A tool used for hitting nails (except for fingernails)
2. Used to smooth wood surfaces before painting
3. A saw used for cutting curves
6. A tool used to tighten screws
7. The part of a hammer to take out nails
9. A tool used to keep things straight
11. A place to put your tools
12. A tool with a sharp edge used for shaping wood

DOWN

1. A tool used for drilling holes
3. A person who builds things from wood
4. A tool that has more teeth than a crocodile
5. A tool with a funny name used to loosen or tighten bolts
8. A tool used to cut or smooth down wood
10. A tool used to hold wood when cutting





CARPENTRY CROSSWORD PUZZLE ANSWER KEY

ACROSS

1. A tool used for hitting nails (except for fingernails)
2. Used to smooth wood surfaces before painting
3. A saw used for cutting curves
6. A tool used to tighten screws
7. The part of a hammer to take out nails
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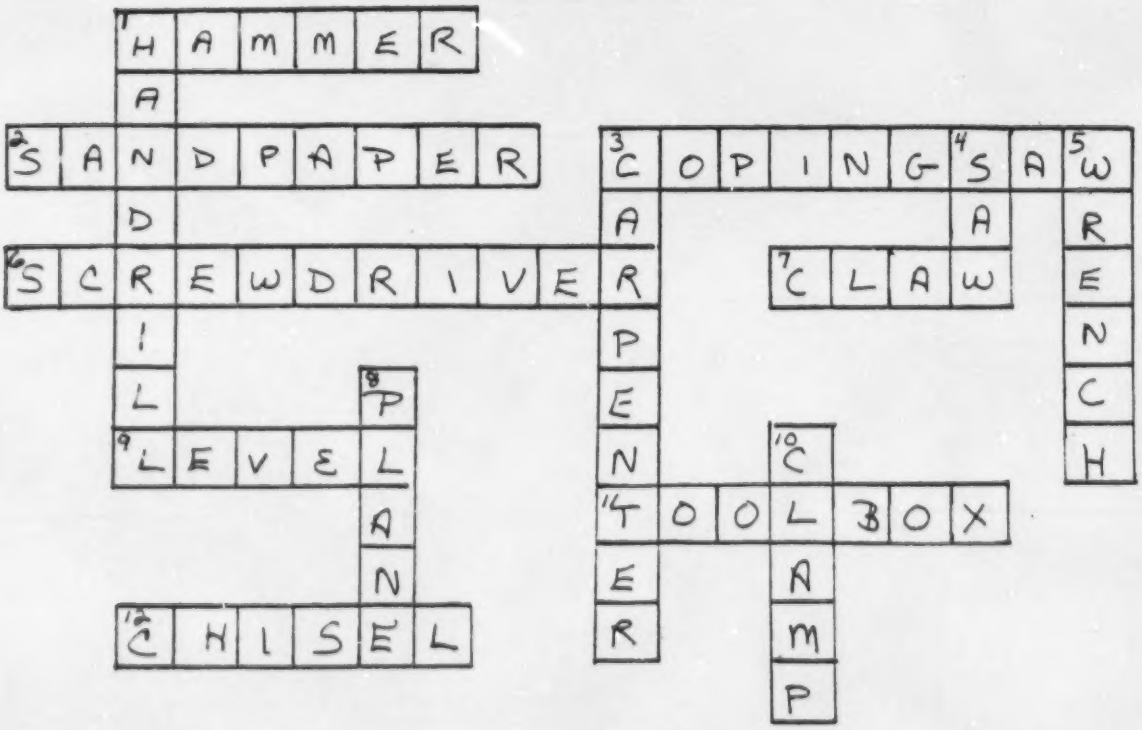
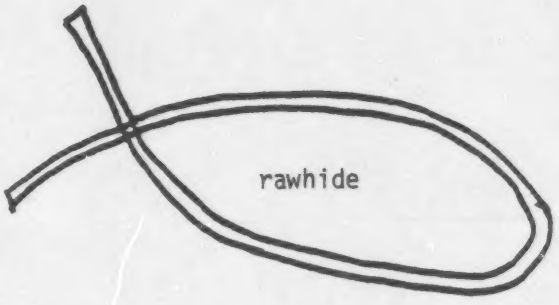


A. WELCOME SIGN (COAT AND KEY RACK)

Materials: coping saw, plane, hammer, nails, hand drill, ½" dowel, hooks, pine board, paint brushes, varnish (polyurethane), wood glue, sandpaper.

Procedure: use coping saw to design welcome sign; using stencils, lightly print welcome or a surname on the board; using hammer and nail (spike), bang nail in ¼" deep along the outline of the printed letters; drill two holes (to half the depth of the board) for dowels; glue dowels in holes; add hooks; stain and varnish.



½" dowel

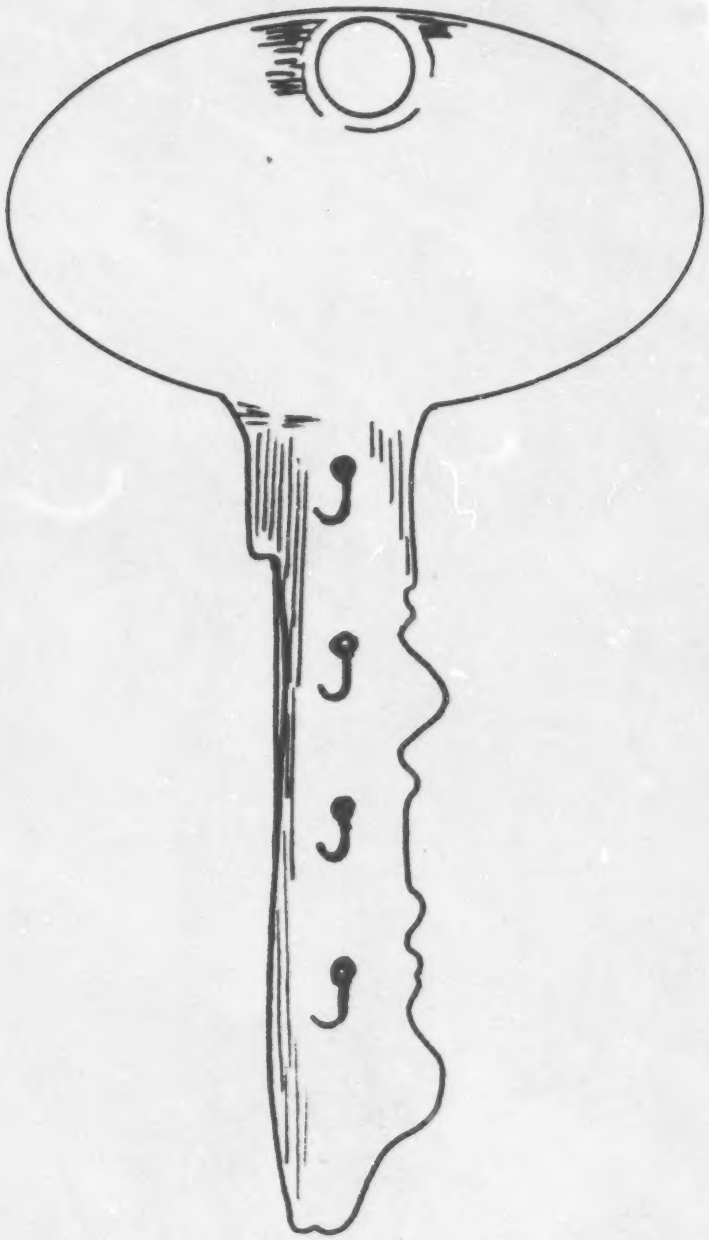
key hooks

½" dowel

C. KEY HOLDER

Materials: coping saw, plane, hammer, sandpaper, hand drill, wood, eye hooks, paint, brushes, varnish.

Procedure: use the coping saw to design a key shape; sand and plane edges; add eye hooks for keys; stain and varnish.



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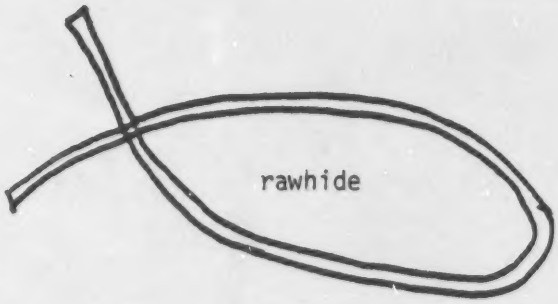


½" dowel

key hooks

½" dowel

APPENDIX B

RESOURCE SHEETS

INTERMEDIATE CURRICULUM

PROPAGANDA TECHNIQUES

PROPAGANDA is the deliberate communication of facts and ideas to enhance or damage a cause. Not all propaganda is bad. Some of it is for worthy causes, such as campaigning for donations to charitable causes. At other times it is used frequently in advertising to stimulate the reader to feel he/she wants or needs a product. The product may be useful and fairly priced, and the role of advertising here would be to create a larger market than would exist without it. The following are some common propaganda techniques:

1. *NAME CALLING* (sometimes called bad names) is giving a person or an idea a bad name so that people reject it.

2. *GLITTERING GENERALITIES* and glad names are techniques where an idea is described in glowing terms or sweeping exaggerations.

3. *TRANSFER* is the use of a well-known person or widely accepted idea or symbol in connection with a cause in the hope that the reader will transfer his/her feeling for the person or symbol to the cause that is presented. For example, a famous folk singer may be shown shaving in a magazine illustration.

4. *TESTIMONIAL* is very much like transfer except that the famous person makes an explicit statement testifying to the benefits of whatever idea is being projected. For example, the famous folk singer may be quoted as saying that he/she always shaves with that particular shaver before big appearances on stage and television.

5. *PLAIN FOLKS* is an appeal to the common person. It is an attempt to create widespread acceptance among people who consider themselves average citizens or just "plain folks." A person may be shown in work clothes, sitting on his/her porch steps petting a dog.

6. *CARD STACKING* is a device whereby only favorable characteristics (to create acceptance) or unfavorable characteristics (to create disfavor) are presented. The whole picture is not given. The idea is to slant opinion in one direction, and because all the facts are not given, this technique is not always easy to detect.

7. The *BANDWAGON* technique is the "everybody's doin' it" technique. The implication is: Why don't you join the crowd?

PROPAGANDA TECHNIQUE WORKSHEET

Often advertisers approach consumers with a solution to a problem. List the problem presented and the product which claims to solve the problem from commercials and advertisements. List the propaganda technique used to promote the product.

PROBLEM	PRODUCT	PROPAGANDA TECHNIQUE USED TO PROMOTE PRODUCT

BUDGET SHEET

MONTHLY EXPENSES FOR A FAMILY OF FOUR WITH ONE CAR:

Gas	$ 40.00	Electric	$ 45.75
Food	160.00	Weekly Income	275.00
Rent	150.00	Car Insurance	20.00
Heat	50.25	Life Insurance	30.00
Phone	10.78	Property Taxes	20.00

Given this list of expenses and income answer the following questions:

1. What is the monthly income?
2. What is the total of the monthly expenses?
3. How much money is left over after all the expenses?
4. How would you budget the use of the remaining money? Consider the following expenses: clothing, entertainment, medical expenses, savings, gifts, personal items.

SAMPLE CHECK AND REGISTER

#231

_____ 19__

Pay to the
order of _____

_____ Dollars

School Bank

Memo _____ _____

Check Number	Date	Checks Issued to or Deposit	Amt. of Check	Amt. of Deposit	Balance

FAMILY BUDGET INFORMATION

March 1 Savings Account Balance is $660.
Checking Account Balance is $150.

March 5 You get paid. Deposit in Savings $_____
Deposit in checking $_____
Keep as cash $_____

March 6 Go to a movie – $3.00 per person.
Gas for car – $6.00.
Buy a new pair of shoes – $10.00.

March 9 Pay rent by check, payable to Kelly Realty Co.

March 11 Pay car insurance ($20.00) by check, payable to Allstate Insurance Co.

March 12 You get paid. Deposit in savings $_____
Deposit in checking $_____
Keep as cash $_____

March 13 Go grocery shopping – spend $_____
Eat out for lunch – $5.00.
Gas for car – $8.00.

March 15 Buy two new tires for car – $58.00.

March 16 Pay phone bill ($10.45) by check, payable to New England Telephone Co.

March 17 You get paid. Deposit in savings $_____
Deposit in checking $_____
Keep as cash $_____

March 18 Go grocery shopping – spend $_____

March 20 Doctor's appointment costs $20.00. Dr. Martin paid.
Buy $10.00 birthday present.
Gas for car – $7.50.

March 22 Heating bill ($50.00) by check, payable to Cranston Oil Co.
Buy medicine – $12.50

March 24 Buy curtains $30.00 at Sears.

SAMPLE CHECKS

#___

_____19__

Pay to the
order of _____

_____ Dollars

School Bank

Memo _____ _____

#___

_____19__

Pay to the
order of _____

_____ Dollars

School Bank

Memo _____ _____

CHECK LEDGER

Check No._____ Date:____	Check drawn in favor of: _____ For:_____	Bal. brought foward:_____ Amt. of check or deposit:____ Balance:_____
Check No._____ Date:____	Check drawn in favor of: _____ For:_____	Bal. brought foward:_____ Amt. of check or deposit:____ Balance:_____
Check No._____ Date:____	Check drawn in favor of: _____ For:_____	Bal. brought foward:_____ Amt. of check or deposit:____ Balance:_____

SAVINGS ACCOUNT LEDGER

DATE	WITHDRAWAL	DEPOSIT	BALANCE

DATE	WITHDRAWAL	DEPOSIT	BALANCE

SAVINGS ACCOUNT FORMS

WITHDRAWAL

DATE 19

ACCOUNT NUMBER

Received of _____ BANK

from my Savings Account

$ _____

Sign Here _____

NOT VALID UNLESS PRESENTED BY DEPOSITOR

Address _____

SAVINGS DEPOSIT TICKET

ACCOUNT NO. _____

(NAME) _____

DATE _____

	DOLLARS	CENTS
Bills		
Coins		
CHECKS		
TOTAL		
Less Cash Back		
NET DEPOSIT		

RECORD OF CASH ON HAND

DATE	ITEMS BOUGHT WITH CASH	BALANCE

THE FOUR FOOD GROUPS

What food group does each food belong to? (Milk, Meat and Eggs, Vegetables and Fruits, Bread and Cereal)

FOOD	*FOOD GROUP*
milk	
beans	
oatmeal	
grapefruit	
rice	
ice cream	
tomatoes	
cheese	
candy	
carrots	
muffins	
raisins	
grapes	
rolls	
banana	
bread	
macaroni	
cornflakes	
cookies	
potatoes	
peas	

GOOD NUTRITION MEANS A HEALTHY, HAPPY YOU

WHAT DOES THE WORD NUTRITION MEAN?

Nutrition is the science that tells you about food and how food helps make you healthy. It tells you what food does for you. Nutrition is what you eat, and what happens to the food you eat.

WHAT IS A BALANCED DIET?

Eating right means that you must have a balanced diet. Not all foods are alike, and not all foods do the same thing for you. Some foods help your bones grow. Some make you see better. Some give you energy fast, just when you need it. That is why you need many foods, and a balanced diet is some of everything. Foods contain nutrients that are required by your body.

WHAT ARE NUTRIENTS?

A nutrient is anything that nourishes, and nutrients are necessary to make people grow and keep them healthy. There are nutrients for plants and animals as well. There are five nutrients for people and they are: 1. proteins, 2. carbohydrates, 3. fats, 4. vitamins, and 5. minerals. Most foods contain more than one nutrient, but no single food contains enough of all the nutrients. That is why you have to eat many different foods to have a balanced diet (to balance your nutrients).

PROTEINS

Proteins are very important. They make muscles, make you grow strong and keep you that way. They repair parts that may be hurt by a cut or a break. They also give you energy. Some proteins are better than others. Among the best sources of protein are meat, fish, poultry, eggs, cheese and milk. Also good sources of protein are peanuts, vegetables, cereals and breads.

CARBOHYDRATES

Sugary and starchy foods are rich in carbohydrates. Carbohydrates give you lots of quick energy. Carbohydrates are found in foods like jams and jellies, sodas, cakes, pies, spaghetti, and bread.

They are also in fruits and vegetables. Even though you need carbohydrates and you eat more of them than anything else, you must be careful not to eat more than you need because extra carbohydrates can turn into fat.

FATS

Fats give you twice as much energy as carbohydrates. They stay in your stomach longer than anthing else, so they keep you from feeling hungry too soon after a meal. Fats also make other foods taste better, like the margarine you spread on your bread. Fat rich foods are margarine, peanut butter, fatty meats, oils, cream, cheese, mayonnaise, salad dressings, and peanuts. You must be careful not to eat more of these fat foods than you need, because they easily turn into fat and make you fat.

VITAMINS

Vitamins do many things and there are many of them. Some are helpers to other nutrients because they help the other nutrients work. Some have names like riboflavin and niacin. Others are known by letters. Some of the most important vitamins are: Vitamin A, Vitamin B, Vitamin B_2, Vitamin C, Niacin, Vitamin C (helps keep bones and teeth strong), and Vitamin B_{12} (helps produce blood).

HOW TO PLAN NUTRITIOUS MEALS AND WHY

Nutritious meals are more essential to beauty than cosmetics, more important to vitality than vitamin pills. A poor diet can show up in many unwanted ways: poor complexion, dull hair, lack of pep and energy, and even in a grouchy disposition. Foods provide protein and minerals for growth and repair of the body. They provide minerals and vitamins for growth and proper functioning of the body. Foods also furnish fat and carbohydrate for energy. A good diet builds health and vitality.

To learn how to plan a nutritious diet, concentrate first on the Daily Food Guide and its Basic Essential Food Groups (Basic 4). Then read the daily menus below, and see how sufficient foods from each group can be included in daily menus.

FASHION YOUR DAY'S MENUS TO INCLUDE THE BASIC FOUR

Breakfast

Good eating begins with a good breakfast which provides 1/4 to 1/3 of the daily food requirements.

Orange Juice
Cereal with milk or bacon and eggs
Raisin bran muffins with butter
Milk

Lunch

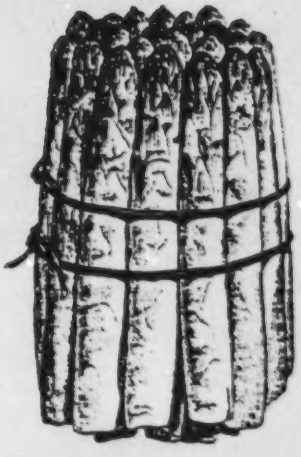
No single food furnishes all the nutrients in the proper proportions. That is why variety is needed.

Vegetable Soup
Toasted meat sandwich
Pineapple and cottage cheese salad
Baked Caramel Custard
Milk

Dinner

A finicky eater is like a poor sport. Keep an open mind in trying new foods, and eating will become an adventure.

Baked ham loaf
Sweet potato and apple casserole
Buttered green beans
Cole slaw
Hot biscuits in butter
Sliced peaches
Date bars
Milk



PLANNING A MEAL

NAME _____

BREAKFAST		LUNCH		DINNER	
Food	Group	Food	Group	Food	Group

GROCERY LIST

By using grocery advertisements, make a grocery list for your own family. Consider grocery needs versus grocery luxuries. If possible, mention the brands you hope to purchase.

ITEM	BRAND NAME	QUANTITY	PRICE PER UNIT	TOTAL

PEANUT BUTTER EVALUATION FORM

NAME: _____ BRAND SELECTED: _____

Give each sample three scores: one for smell, texture, and taste. Scores should range from 0 to 4 (4 is the best). Add up the scores for each.

Sample Number	*Smell*	*Texture*	*Taste*	*Total Score*

EVALUATION

WAYS TO SHOP

Mr./Mrs. Grocer: This child is working on consumer education unit in order to learn about price comparison.

Item	Brand	Quant.	Price	Unit Price	Brand	Quant.	Price	Unit Price	Best Buy
E.g. Beets	Del Monte	16 oz.	$.36	$.02 ¼ oz.	Finast	17 oz.	$.32	$.02 oz.	Finast

FOOD COMPARING AND BUYING

Compare prices then buy the ingredients for the following recipes.

Cream Cheese Spread

1 (3 oz.) package cream cheese
1 tablespoon milk
2 teaspoons soy sauce
carrot slices

Blend cream cheese with the milk and soy sauce. Spread onto carrot slices.

Frosty Mountain Cooler

2 5 or 6 oz. cans frozen lemonade
1 6 oz. can frozen orange juice
9 cups cold water
5 pints pineapple sherbet
1 quart of vanilla ice cream

Combine frozen concentrates and water. Place sherbet and ice cream in bottom of punch bowl. Break in small pieces with large spoon. Add juices. Stir until sherbet and ice cream are partially melted. Garnish top with orange slices, if desired.

GROCERY STORE OBSERVATION SHEET

Physical Set Up of Store

1. Look at each aisle closely. Where are the most expensive items found on each aisle? Are they always in the same place? If so, why do you think they are there?

2. Select an item. How many different brands does the store have of this one item? Give the name of the item and the number of the different brands.

3. What colors are in the package of the most expensive items on the shelves?

4. Make a diagram of the store. Label where everything is located. Use a ruler.

5. Select one item. How many different sizes does the item come in? Is it cheaper to buy the larger size? If yes, what is the difference in price? (Give unit price of each size.)

6. Where is the store brand located compared to the brand name products?

7. Is the fruit packaged? Why? Is there a better way for you to buy fruits and vegetables?

Meats in the Store

1. How many different cuts of beef does the store have? (e.g., chuck roast, delmonico steak etc.) How many different cuts of pork are there? How many different cuts of chicken are there?

2. Are the meats clearly labeled?

3. Are the meats well trimmed or is there a lot of fat left on?

4. Can you have meats specially cut? Does it cost more to have it cut?

5. Look at the chicken. What part of the chicken is the least expensive?

6. Is the percent of fat clearly stated on the hamburger packages?

7. Compare the prices of raw chicken to brands of prepared (cooked) chicken. Give the name, price, and unit price of each.

8. Notice the labels for grades of meat. Find out what each grade stands for.

Conveniences in the Store

1. Check to see if the store offers these services. Check each service the store has:
   - cashes checks
   - money orders
   - meat cutting by request
   - deli counter
   - carts that go right to your car

2. Is the store easy to get to? How many other stores are near the store? What kinds of stores are near?

3. Does the store have music playing? What kind of music?

4. Is the store clean? Are the shelves neat?

5. Are the workers courteous?

6. What is the cost of the carts? When people do not return the carts, how does it affect the cost of your food?

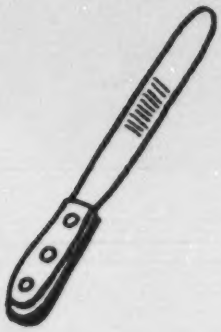
The Store as an Energy User

1. View the store as an energy conservationist. Make a list of the ways energy is wasted. Make a list of the ways energy is conserved.

2. Redesign the set up of the grocery store to save energy.

3. Why do you think the grocery store wastes energy?

4. Who pays for the energy used?



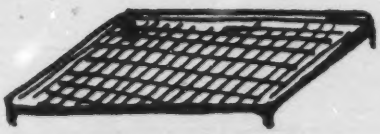
1. SPATULA

2. LARGE KNIFE

3. RUBBER SCRAPER

4. BREAD BOARD

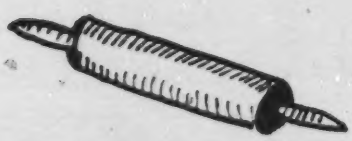
5. WOODEN SPOON



6. COOKING RACK

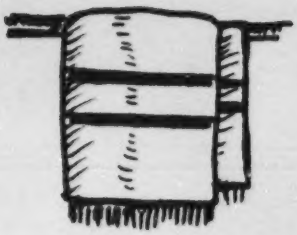
7. MIXING BOWLS

8. SAUCEPANS



9. ROLLING PIN

10. MEASURING SPOONS



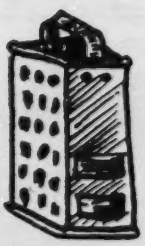
11. HAND AND DISH TOWELS

12. DRY MEASURING CUPS

13. LIQUID MEASURING CUPS

14. PASTRY BRUSH

15. FLOUR SIFTER



16. GRATER

KITCHEN KNOW-HOW

The Oven

Arrange the shelves before you turn on the oven. Allow plenty of air space around each thing you are baking (no containers should touch). Alternate foods on each shelf so that one is not directly over another. Use a tight-fitting cover or aluminum foil when the recipe calls for covering. Close the oven door quickly so heat will not be lost.

The Range

Put large pans on large burners and small pans on small burners. Turn the handles so they do not stick out over the edges of the range, and make sure they are not over another burner either.

The Microwave Oven

Read the instruction booklet to find out the correct times and kinds of foods your oven can handle. Cover most foods to prevent spattering. Allow a few minutes standing time after foods are cooked since they keep on cooking when you take them out of the oven. Be careful not to burn yourself. Microwaves go right through containers without heating them, but the food may make the containers hot.

Baking Utensils

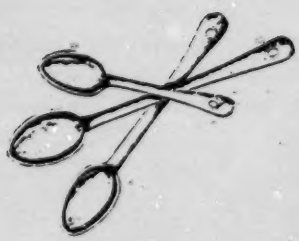
Baking dishes are glass, baking pans are metal. Use shiny metal pans to make biscuits, muffins, cakes, cookies, and yeast rolls a light brown, Use glass and dull metal pans for pies, breads, and hot dishes. Follow the manufacturer's directions for pans with a non-stick coating.

Kitchen Math

3 teaspoons	=	1 tablespoon
4 tablespoons	=	1/4 cup
5 tablespoons plus 1 teaspoon	=	1/2 cup
16 tablespoons	=	1 cup

8	tablespoons	=	1/2 cup
2	cups	=	1 pint
4	cups	=	1 quart
2	quarts	=	1/2 gallon
4	sticks of butter or margarine (1 pound)	=	2 cups
1	stick of butter or margarine (1/4 pound)	=	1/2 cup
1/2	stick of butter or margarine (1/8 pound)	=	1/4 cup

1 teaspoon (dry or liquid)	=	5 milliliters
1 tablespoon (dry or liquid)	=	15 milliliters
1 fluid ounce	=	30 milliliters
1 cup (liquid)	=	.24 liter
1 pint	=	.47 liter
1 quart	=	.95 liter
1 gallon	=	3.8 liter
1 ounce	=	28 grams
1 pound	=	454 grams .45 kilograms



COOKING TERMS

Cooking terms enable you to read a recipe and to know what to do with it. They are the language of the kitchen.

Bake – to cook by dry heat, usually done in the oven: called roasting when applied to meats.

Baste – to moisten foods while cooking: melted shortening, meat drippings, special sauce, or water may be used.

Beat – to make a mixture smooth or incorporate air by a brisk regular movement that lifts the mixture up and over.

Chill – to place in refrigerator or other cold place until cold.

Chop – to cut into small pieces with a sharp knife or cutter.

Combine – to mix all ingredients together.

Cool – to let stand at room temperature until it is no longer warm to the touch.

Dash – less than one-eight of a teaspoon of an ingredient (usually a spice).

Dissolve – mix dry substance with liquid until a solution is made.

Dot – to scatter small bits (e.g., of shortening) over the surfaces of food.

Egg whites stiffly beaten – Beat whites until peaks form but not until they become dry.

Egg yolks well beaten – yolks beaten until thick and lemon-colored.

Fry – to cook in small amount of shortening, also called saute.

Pan Fry – to cook, immersed in a deep layer of hot fat.

Deep Fat Frying – to cook partly immersed in a one to two inch layer of shortening.

Grate – to wear away into small particles by cutting, crushing, or friction.

Grease – to rub lightly with shortening or salad oil.

Melt – to change to a liquid by heating on a stove.

Mince – to cut or chop into very fine pieces.

Mix – to combine ingredients by stirring.

Parboil – to boil food in water until partially cooked.

Pare – to cut away outside covering (e.g., cut skin from an apple).

Peel – to remove outer covering by stripping it off.

Scald – to heat milk to just below the boiling point (when tiny bubbles form at edge).

Shortening – a general term given to any fat used for making a product short or tender, as in breads, cakes, cookies, pastries.

Stir – to mix ingredients with a circular motion until blended.

Toss – mix lightly.

MEASURING WORKSHEET

Equivalents:

3	teaspoons	=	1 tablespoons
4	tablespoons	=	1/4 cup
1	teaspoons plus 5 tablespoons	=	1/3 cup
16	tablespoons	=	1 cup
1	cup	=	1/2 pint
2	cups	=	1 pint
4	cups	=	1 quart
2	pint	=	1 quart
1	stick of butter	=	8 tablespoons = 1/2 cup 4 oz.
2	sticks of butter	=	1 cup = 1/2 pound
4	sticks of butter	=	1 pound = 2 cups

1	teaspoon (dry or liquid)	=	5 milliliters
1	tablespoon (dry or liquid)	=	15 milliliters
1	fluid ounce	=	30 milliliters
1	cup (liquid)	=	.24 liter
1	pint	=	.47 liter
1	quart	=	.95 liter
1	gallon	=	3.8 liter
1	ounce	=	28 grams
1	pound	=	454 grams = .45 kilograms

Abbreviations

t	=	tsp.	=	teaspoon
T	=	tbs.	=	tablespoon
c	=	cup		
pt.	=	pint		
qt.	=	quart		
oz.	=	ounce		
lb.	=	pound		
sq.	=	square		

What would you use to measure the following? (Liquid measuring cups, dry measuring cups, dry measuring spoons, rubber scraper or spatula.)

1. flour
2. milk
3. sugar
4. crisco or shortening
5. molasses
6. butter or margarine
7. shredded cheese
8. water
9. baking powder
10. chocolate chips

FRUITS AND VEGETABLE MENUS

APPLE - CHEESE SNACK

Utensils	Ingredients
Cutting board	Apples
Sharp knife	Small chunk of your favorite cheese
Small plate	(cheddar, American, Swiss).

1. Wash and core each apple. Cut each apple into quarters using cutting board. Then cut each quarter into 4 slices. Arrange apple slices in circle on plate

2. Cut the cheese into wedges and put them in the center of the plate.

CARROT SLICES AND CREAM CHEESE SPREAD

Utensils	Ingredients
Bowl	1 (3 oz.) package of cream cheese
Spoon	1 tablespoon milk
Measuring Spoons	2 teaspoons soy sauce
Vegetable Parer	Carrot slices
Cutting Board	
Sharp knife	
Plate	

1. Blend cream cheese with the milk and soy sauce in a bowl.

2. Pare carrots and wash them. Slice carrots in 4 parts lengthwise. Then cut them 2½ inches long.

STUFFED DATES

Utensils	Ingredients
Knife	Dates (with pits)
Spoon	Peanut butter
Spatula	
Plate	
Bowl	

1. Make slit with knife lengthwise on one side of each date. With point of the knife remove pit.

2. With a teaspoon, take a small amount of peanut butter and stuff the date.

BANANA-ORANGE JUNIOR *(Multiply this recipe by eight)*

Utensils	Ingredients
Egg beater	½ cup milk
Ice cream scoop	½ cup orange juice
Glasses	2 cups orange sherbet
Spoon	1 banana
Measuring cup	

1. Pour ½ cup milk and ½ cup orange juice into bowl. Scoop in 1 cup of the sherbet. Peel 1 banana and break it into pieces into the container.

2. Beat this mixture until well blended. Pour into glasses. Top each with a scoop of sherbet from remaining 1 cup. Serve right away.

BREADS AND CEREAL MENUS

BRAN MUFFINS

1 1/4	cups sifted all-purpose flour	1	cup all-bran cereal
1	tbs. baking powder	1	cup milk
1/2	tsp. salt	1	egg
1/3	cup sugar	1/4	cup vegetable oil or soft shortening

1. Sift together flour, baking powder, salt and sugar. Set aside.

2. Place all-bran cereal and milk in mixing bowl; stir to combine. Let stand 1 to 2 minutes or until cereal is softened. Add egg and oil; beat well.

3. Add sifted dry ingredients to cereal mixture, stirring only until combined. Portion batter evenly into 12 greased muffin cups.

4. Bake in moderately hot oven (400°) about 25 minutes, or until golden brown. Serve hot.

   Yield: 12 muffins

SIMPLE BREAKFAST: OATMEAL

Quick Cooking:

To 3 cups rapidly boiling salted water gradually add 1 1/2 cups oats. Cook 2 1/2 minutes or longer if desired; stir constantly. Serves 4-6.

Rolled Oats:

To 3 cups rapidly boiling salted water add 1 1/2 cups oats. Cook 5 minutes or longer if desired; stir constantly. Serves 4-6.

Muffins:

Using the "muffin method:" a) measure dry ingredients in one bowl; b) measure liquid ingredients in another bowl; c) mix together only to moisten.

CEREAL PARTY MIX

Melt 6 tbs. margarine in a large pan over low heat. Stir in 4 tsp. Worcestershire sauce and 1 tsp. garlic salt. Add:

2 cups Wheat Chex cereal
2 cups Corn Chex cereal
2 cups Rice Chex cereal
3/4 cup salted nuts

Spread mixture on cookie sheet and place in 250° oven for 30 minutes stirring occasionally. Spread out on absorbent paper to cool.

SCOTCH TREATS

1 cup (6 oz. pkg.) butterscotch morsels
2 cups Rice Krispies
½ cup peanut butter
1 cup peanuts

Melt butterscotch morsels with peanut butter over low heat; stir until well blended. Remove from heat. Add Rice Krispies and peanuts and stir until well coated. Drop by teaspoonfuls onto waxed paper on buttered baking sheets or press into 9 x 9 inch pan. Let stand in cool place to harden.

Yield: about 6 dozen confections, 1 inch in diameter or 36 1 1/2 inch squares.

MEAT MENUS

PIGS IN A BLANKET

cheddar cheese block
frankfurters
crescent rolls

1. Preheat oven to 350°
2. Split frankfurters lengthwise, not cutting through completely.
3. Cut each frankfurter into 3 sections
4. Place a strip of cheese (2½x½x¼) in each frank
5. Cut each piece of dough in half
6. Wrap each mini-frank with a piece of dough
7. Place on cookie sheet
8. Bake at 350° for 15 minutes

TUNA-APPLE SALAD

1 can white meat tuna
2 apples, chopped
2 large stalks celery, chopped
mayonnaise to moisten
salt and pepper to taste

1. Drain and flake tuna with a fork
2. Mix with other ingredients

CHILI

2 onions, chopped
2 peppers, chopped
1 large can kidney beans
1 lb. hamburg
1 teaspoon margarine
1 tablespoon chili powder

1. Saute onions and peppers in margarine in frying pan
2. Add hamburg until browned
3. Add kidney beans and chili powder
4. Simmer until heated though (about 5 minutes)

MINUTES MINI PIZZA

1 jar prepared sauce (Ragu)
4 slices (4 oz.) American processed cheese (cut in half)
4 English muffins (split and toasted)

1. In sauce pan heat prepared sauce
2. Spread sauce on muffins and top with cheese
3. Broil until cheese melts

Makes 8 mini pizzas

TABLE TALK

When you are eating out and in doubt, work from the inside in. Forks and spoons are placed with the piece to be used first on the outside.

But more important than which fork you use and how you hold it, is YOU. Wash up before you go to the table. Sit up straight; ask for what you want instead of reaching; remember to say "please" and "thank you." Take reasonable portions and small bites; butter your bread or roll one bite-size portion at a time; spoon your soup in the direction of boats sailing away from you; and ask to be excused when you are finished eating.

Remember that good manners mean being thoughtful of others, so wear a smile when you come to the table and try to make mealtime a pleasant time for everyone in your family – that way you will enjoy it, too.

A nice looking table makes mealtime more fun. Correct table setting means:

1. Dinner plate in center one inch from edge of table.
2. Knife to right of plate, blade toward plate.
3. Spoon to right of knife.
4. Fork (s) to left of plate, tines facing up.
5. Water glass directly above point of knife.
6. Cup and saucer to right of spoon.
7. Salad plate to left of fork (s).
8. Napkin to left of fork (s) with open corner toward you.

SEWING ACTIVITY: A TOTE BAG

Materials Needed:
- Sewing Machine
- Needle
- Scissors
- Thread
- Ruler
- Material 18" x 45" (heavy cotton blend)
- Heavy cotton cord

Procedure:

1. Fold material in half, then measure ¼ inch side seams. Mark with chalk.
2. Thread needle and knot.
3. Baste side seams.
4. Sew side seams by machine.
5. Measure top 2½" and fold over.
6. Tuck under bottom ½" of top border forming a panel for the drawstring.
7. Baste the bottom edge of this panel.
8. Sew around the basted portion by machine leaving a 2" opening at one side.
9. Measure 1½ yards of cord for the drawstring.
10. Work drawstring through and knot ends together.
11. Decorate.

QUESTION SHEET FOR A FABRIC STORE

NAME _____ DATE _____

1. List two kinds of materials that stretch.
2. List two kinds of sturdy material.
3. What is the most expensive material?
4. What is the least expensive material?
5. How many different kinds of fabric are in the store?
6. Does the store sell defective or damaged material for less money?
7. Find out what nap is (Hint: Look at some corduroy material).
8. Find out what you should know when buying: a. corduroy; b. velvet; c. plaids; d. leather.
9. Find out the price per yard and width of each of these: a. cotton; b. silk; c. denim; d. cordury; e. polyester.
10. List the names of four different pattern books the store carries.
11. Look through one pattern book and select a pattern. Find out what would be the best material to buy for that pattern and why. (List the name of the pattern book, the pattern number, the description, and the appropriate materials for the pattern.)
12. How do the styles vary in the different pattern books?
13. Choose a pattern for either corduroy slacks, a cotton shirt or another item of your choice. List the name of the pattern book, the pattern number, and the pattern description. Look for materials, and find out how many yards you will need. Find out how much it would cost to make the article you selected. Include the price of the pattern, the material, and the notions (thread, seam binding, buttons, etc.)
14. Answer this when you return from the field trip. What kinds of things should you consider about your wardrobe before buying material? (Answer in paragraph form.)

DISCOUNT VERSUS DEPARTMENT

1. Describe the physical set up of each store (describe the number of floors, the number of departments, the way the clothes are arranged, the way the clothes are displayed, the variety of clothes and the cashier system):

   Discount Department

2. Describe the services that the salespeople provide:

   Discount Department

3. See if the clothes in each store are made well (Do the plaids match, are there any loose threads, are the buttons on tight, are the seams finished, are the hems straight)?

   Discount Department

4. Determine in each store the price, quality and washing instructions for corduroy slacks, a cotton shirt or for the same article you selected to make at the fabric store.

Discount	Department

5. Explain the advantages and disadvantages of the different cashier systems in each store. (Essay question to be answered in school).

Discount	Department

WOODWORKING PROJECT: A HOTPLATE

Materials Needed:
- Sandpaper (medium and fine)
- 1" x 6" Pine board
- Stain
- Assorted Mosaic Tiles
- Cement Glue
- Varnish

Tools Needed:
- Hand Saw
- Chisel
- Hammer

Procedure:

1. Draw up a plan, including a design for the tiles.
2. Cut off 5½" making a square when finished.
3. Sandpaper the wooden square until all roughness is gone.
4. Chisel out appropriate pieces.
5. Stain the wood and let dry.
6. Attach tiles permanently using cement glue.
7. If time is available and the individual wishes to, varnish can be applied for a shiny finish.

APPENDIX C

SCOPE & SEQUENCE CHART

SCOPE AND SEQUENCE CHART

	PRIMARY 3-4	INTERMEDIATE 5-6
Laundry	Introduced	
Sweeping and Vacuuming	Introduced	
Home Safety	Introduced	Reinforced
Four Food Groups	Introduced	Reinforced
Meal Planning (Economically and Nutritionally)	Introduced	Reinforced
Meal Preparation	Introduced	Reinforced
Safety in the Kitchen	Introduced	Reinforced
Tablesetting	Introduced	Reinforced
Basic Sewing (Machine and Hand Stitching)	Introduced	Reinforced
Mending Clothing	Introduced	Reinforced
Personal Cleanliness	Introduced	Reinforced
Woodworking Tools	Introduced	Reinforced
Woodworking Safety Precautions	Introduced	Reinforced
Comparison Shopping		Introduced
Planning Wardrobes		Introduced
Clothing Outlets		Introduced
Medical Care and Insurance		Introduced
Budgeting and Banking Services		Introduced
Advertising Techniques		Introduced
Consumerism		Introduced
Good Grooming and Good Self-Concept		Introduced

APPENDIX D

PRE- & POST-TESTS

(INTERMEDIATE CURRICULUM)

CONSUMER EDUCATION

NAME_____ DATE_____

PRE-TEST

TRUE OR FALSE: Circle T for True and F for False

T F 1. The R.I. Consumer's Council is the first place to go with a complaint about false advertising

T F 2. Comparison shopping means to compare just two products

T F 3. Price per ounce is the best way to compare prices

T F 4. The Consumer Report explains and evaluates the good and bad points of products

T F 5. Sale items are always the best buy

T F 6. Bait and switch selling technique involves offering a good product at a low price

T F 7. When you buy a catalog item you must pay an additional shipping cost

T F 8. It is a good idea to buy the first product that you look at

T F 9. This is a good guarantee -

Hi-Test Battery
Guaranteed to Last and Last

T F 10. A post office does not become involved in a mail order fraud case

T F 11. It's a good idea to pay cash for mail order items, whether or not you know the company

T F 12. On a revolving credit account, you pay more than the minimum payment due

T F 13. The brand name product is always cheaper than the store brand

T F 14. You can compare the price of two products by using the unit price

T F 15. In a department store you pay the wholesale price

MULTIPLE CHOICE: UNDERLINE THE CORRECT CHOICE

1. Food labels must show

   a. weight
   b. ingredients
   c. preservatives
   d. company which makes it
   e. all of these
   f. none of these

2. Types of stores are
   a. wholesale outlet
   b. department store
   c. specialty shop
   d. large chain
      department store
   e. all of these
   f. none of these

3. To check for the best buy between 2 products of equal quality, you should look at the

   a. brand name
   b. size
   c. unit price
   d. price
   e. none of these

4. Propaganda is
   a. a way of talking
   b. commercials
   c. communication of facts and ideas to hurt or help
      a cause
   d. political speeches
   e. none of these

5. Calling a new atomic energy plant " a space age polluter " is an example of

   a. name calling
   b. transfer
   c. bandwagon
   d. testimonial

6. A commercial showing interviews with housewives and workers is an example of

   a. card stacking
   b. transfer
   c. bandwagon
   d. plain folks

7. When only the good points of a product are given without mentioning the dangers, this is an example of

   a. bandwagon
   b. card stacking
   c. name calling
   d. transfer

8. Seeing a picture of a famous person with a certain product is an example of

   a. transfer
   b. testimonial
   c. plain folks
   d. glittering generalities

9. Calling a new atomic plant "a wonder of modern technology and advancement in the space age" is an example of

   a. name calling
   b. testimonial
   c. glittering generalities
   d. card stacking

10. When selecting a product on a shelf while shopping, we should consider

    a. quality
    b. quantity or size
    c. price
    d. all of these
    e. none of these

11. Which item is the better buy for your money, a or b? The quality is the same

    a. Bee Ice Cream 1 pint for 85¢
    b. Best Ice Cream 2 pints for $1.84

12. The quality of both items is the same. Which is the better buy

    a. Dog Biscuits 1 lb. for 32¢
    b. Dog Biscuits 14 oz. for 32¢

13. Your TV guarantee states -"all parts and labor are guaranteed for 90 days." The picture tube is guaranteed for one year. Four months later you can't get any sound on your TV. Are you covered?

    a. Yes
    b. No
    c. Maybe

14. On a revolving credit account

a. you have a credit dollar limit
b. you pay interest charges
c. every month you have to pay at least a minimum payment
d. all of these
e. none of these

15. When you return a product that doesn't work you can get in return

a. a refund
b. an exchange
c. credit on your account
d. all of these
e. none of these

16. Which stores sell merchandise directly?

a. catalog sales
b. retail stores
c. all of these
d. none of these

17. Catalog stores are different than retail stores because

a. you deal with a salesman in catalog stores
b. catalog stores are larger
c. catalog stores do not keep the items on hand
d. all of these
e. none of these

18. The "Bandwagon" propaganda technique tries to attract the consumer by

a. showing that "everyone is doing it"
b. using glamorous words
c. degrading another product
d. all of these
e. none of these

19. The Testimonial propaganda technique tries to attract the consumer by

a. saying that the common people use it
b. showing a picture of a famous person in the background
c. paying a famous person to promote a product
d. all of these
e. none of these

20. The most use of propaganda technique is

a. to degrade another product
b. to give the price of a product
c. to get an income tax break
d. all of these
e. none of these

21. Good advertising for a shirt will include information about

a. the material
b. washing instructions
c. size and color
d. all of these
e. none of these

22. A good consumer checks the

a. label for washing instructions
b. label of a grocery item in order to comparison shop
c. warranty of a refrigerator
d. all of these
e. none of these

23. Bait and Switch is

a. used for fishing
b. a large item of poor quality advertised to attract customers into the store
c. small item sold below cost
d. all of these
e. none of these

24. A loss leader is

a. any sale item
b. a large item of poor quality advertised to attract customers into the store
c. a small item sold below cost
d. all of these
e. none of these

25. Propaganda can be in the form of

a. pictures
b. oral communications
c. written communication
d. all of these
e. none of these

26. If a product does not work, one's first step to getting consumer help is to

    a. contact the Attorney General's Office
    b. contact the manager of the store from which the item was purchased
    c. contact the Consumer Council
    d. all of these
    e. none of these

27. If you wish to compare the quality of compact cars

    a. read a consumer report on the topic
    b. check with a car dealer
    c. check the newspaper for ads
    d. all of these
    e. none of these

28. When signing a contract, it is important to

    a. read only the large print
    b. sign quickly without reading
    c. not question what you don't understand
    d. all of these
    e. none of these

SHORT ANSWER

1. A package of soap is listed at 3 for 89¢ at your local market. How much would you pay for one bar?

MONEY MANAGEMENT

NAME_____ DATE_____

PRE AND POST TEST

A. MULTIPLE CHOICE: *choose the correct answer and underline it.*

1. A budget is:

   a. three meals a day
   b. a lot of money
   c. a carefully planned way to use money
   d. none of these
   e. all of these

2. Which of these following people should have a planned budget?

   a. children with allowances
   b. families
   c. retired people
   d. none of these
   e. all of these

3. A family budget depends on:

   a. new clothing
   b. the climate where you live
   c. the family income
   d. none of these
   e. all of these

4. Out of $100.00 a family should save:

   a. $ 5.00 - $10.00
   b. 20.00 - 30.00
   c. 40.00 - 50.00
   d. 60.00 - 70.00
   e. 80.00 - 90.00

5. The costs of housing include:

   a. taxes
   b. telephone
   c. electricity
   d. water
   e. none of these
   f. all of these

6. A bank customer can deposit his money in:

   a. a savings account
   b. a checking account
   c. a safety deposit box
   d. none of these
   e. all of these

7. The most important service a bank offers is:

   a. giving out lollipops
   b. savings accounts
   c. Christmas clubs
   d. none of these
   e. all of these

8. You get interest on money in a:

   a. savings account
   b. checking account
   c. safety deposit box
   d. none of these
   e. all of these

9. When you use a charge account:

   a. you always pay interest
   b. you have to pay by certain time
   c. you can't take the item you bought home with you
   d. none of these
   e. all of these

10. You can borrow money from:

   a. bank
   b. credit union
   c. loan shark
   d. none of these
   e. all of these

11. Buying on credit depends on:

   a. what you're buying
   b. who is buying it
   c. your past credit record
   d. none of these
   e. all of these

12. Medicine is for:

    a. children under 5
    b. girls over 16
    c. adults over 21
    d. everyone

13. An example for the use of preventive medicine is:

    a. injection for Diabetes
    b. headache
    c. cramp
    d. blister

14. Most prescribed medicines contain:

    a. salt
    b. candy
    c. drugs
    d. sugar

15. The age of maturity for a female under a car insurance policy is:

    a. 16
    b. 18
    c. 21
    d. 25

16. The age of maturity for a male under a car insurance policy is:

    a. 16
    b. 18
    c. 21
    d. 25

17. Life insurance is needed by:

    a. a single man
    b. a married man
    c. a woman
    d. all of these
    e. none of these

18. The highest rate of car insurance is paid by someone in:

    a. Standard Coverage
    b. Non-Standard Coverage
    c. Assigned Risk

19. When you use a credit card

a. you pay interest when you don't pay on time
b. you pay interest no matter when you pay your bill
c. there is never an interest charge
d. none of these
e. all of these

20. When you need a large amount of money for a long period of time, the best place to borrow it from is a:

a. friend
b. credit union
c. bank
d. none of these
e. all of these

21. When you are going to borrow money, you should consider:

a. the interest rate
b. how long you need it for
c. the amount you need
d. none of these
e. all of these

B. *TRUE OR FALSE*

_____ 1. A family budget includes money for things you didn't plan on

_____ 2. The wants of a family are just as important as the needs of a family in planning the budget

_____ 3. You can get a loan from a bank for one year and pay the money back on time without paying anything extra

_____ 4. You should read and understand everything before you sign it

_____ 5. When signing checks you may use your nickname

_____ 6. As long as medicine is prescribed by a doctor it is safe for anyone

_____ 7. Some prescribed medicines contain drugs when could be dangerous

_____ 8. Bufferin or aspirin can be taken as often as one wants without any danger

_____ 9. A customer may borrow money against his/her life insurance policy

_____ 10. The State of Rhode Island has No-Fault Insurance

C. *You owe the Narragansett Electric Company $74.64. Write them a check to pay this amount.*

19_____

Pay to the Order of _____ $_____

FOODS AND NUTRITION

NAME_____ DATE_____

KITCHEN QUIZ

Can you put these kitchen terms where they belong?

GETTING INGREDIENTS READY

CORE (lettuce, apple)
DRAIN (cooked macaroni)
GREASE (pan)
KNEAD (dough)
LIQUEFY (tomatoes)
MELT (chocolate)
PARE (potato)
PEEL (orange)
ROLL OUT (pastry)
SHRED (cabbage)
SNIP (parsley)

1. _____Spread the bottom and sides of a pan with shortening
2. _____Change a solid food to a liquid by beating it, usually in the blender
3. _____Pour off liquid or let it run off through the holes in a sieve or colander
4. _____Cut off the skin
5. _____Flatten and spread with a rolling pin
6. _____Cut into thin pieces, using a knife or the large holes of a grater
7. _____Cut into very small pieces, using scissors
8. _____Change a solid food to a liquid by heating it
9. _____Pull off the skin
10. _____Curve your fingers and fold dough toward you, then push it away with the heels of your hands using a quick rocking motion
11. _____Cut out the stem end or remove the seeds

MIXING INGREDIENTS

MIX	(batter)	FOLD	(whipped cream)
BEAT	(eggs)	TOSS	(salad)
WHIP	(cream)	STIR	(cookie dough)

1. _____Tumble ingredients lightly with a lifting motion

2. _____Mix gently, bringing a rubber scraper down through a mixture, across the bottom, up and over the top until blended

3. _____Mix with a circular or figure 8 motion, using a spoon or fork

4. _____Combine to distribute ingredients evenly, using an electric mixer, blender or spoon

5. _____To make smooth with a vigorous over-and-over motion using a spoon, whip or egg beater

6. _____Beat rapidly to make light and fluffy, using an electric mixer or egg beater

(Clue: These are numbered from the gentlest action to the most vigorous)

COOKING

BAKE	(cake)	FRY	(potatoes)
BOIL	(water)	SCALD	(milk)
BOIL RAPIDLY	(jelly)	SIMMER	(soup)
BROWN	(meat)	DOT	(casserole)
GARNISH	(salad)	COOL	(cookies)

REFRIGERATE (pudding)

1. _____Cook in enough fat to cover the bottom of a pan

2. _____Heat milk until just below the boiling point so a skin forms on top

3. _____Allow to come down to room temperature

4. _____Heat until bubbles keep rising and breaking on the surface of a liquid

5. _____Place in the refrigerator

6. _____Decorate with pieces of colorful food

7. _____Cook in the oven

8. _____Heat until bubbles form rapidly and break on the surface of a liquid

9. _____Drop bits of butter or cheese here and there over a food

10. _____Heat liquid until just below the boiling point; bubbles form slowly and collapse below the surface

11. _____Cook on each side until a food changes color, usually in a small amount of fat over medium heat

MULTIPLE CHOICE: *Choose the correct answer and underline it.*

1. Which of these foods are in the meat and eggs group:

   a. chicken
   b. beans
   c. eggs
   d. all
   e. none

2. Which of these foods are in the bread and cereals group:

   a. rice
   b. soup
   c. cottage cheese
   d. all
   e. none

3. Which of these foods are in the milk group:

   a. ice cream
   b. banana
   c. muffins
   d. all
   e. none

4. Which of these foods are in the vegetables and fruit group:

   a. peanut butter
   b. oatmeal
   c. clam chowder
   d. all
   e. none

5. We need milk to:

   a. strengthen our bones
   b. improve our eyesight
   c. lessen cholesterol level
   d. all
   e. none

TRUE AND FALSE

	TRUE	FALSE
1. B_{12} is a preservative	____	____
2. Beans have protein	____	____
3. A well-balanced meal is made of foods from 3 of 4 food groups	____	____
4. Your family food budget should take up 50% of your weekly income	____	____
5. Most of your food budget should be spent on foods that give you your daily nutritional requirements	____	____

WOODWORKING (INTERMEDIATE)

NAME_____ DATE_____

1. The proper way to grasp a hammer is: __

   a. the middle
   b. near the end of the handle
   c. with two hands
   d. none of these
   e. all of these

2. A curved claw hammer is used for: __

   a. chiseling
   b. log splitting
   c. nailing and nail pulling
   d. none of these
   e. all of these

3. A hacksaw is used for: __

   a. metal cutting
   b. joint cutting
   c. cutting angles
   d. all of these
   e. none of these

4. A saw used for crosscutting or ripping into two blade patterns is called a_____saw

5. Starting holes for small screws are made with an_____.

6. Name two types of screwdrivers

   1.

   2.

7. A wrench that fits many different nuts or bolts is called an_____wrench.

8. A combination square can be used to:

   a. draw a straight line
   b. measure angles
   c. miter marking
   d. all of these
   e. none of these

9. Planes are used to:

   a. trim wood to size
   b. smooth it
   c. straighten irregular edges
   d. all of these
   e. none of these

10. The best type of plane for small smoothing and fitting jobs is called _____.

11. Files are classified by:

   a. their cross-section shape
   b. coarseness of their teeth
   c. their length
   d. none of these
   e. all of these

TRUE OR FALSE

True	False		
____	____	1.	Using an undersized screwdriver can damage the head of a screw
____	____	2.	The main purpose of slip-joint pliers is cutting nails
____	____	3.	A wrench used for tightening a pipe is an Allen wrench
____	____	4.	Plumb vials are used for checking horizontal surfaces
____	____	5.	When filing, the work should be held by a vise or clamp
____	____	6.	A clamp-on vise is the best vise to use for light work

MATCHING

____hacksaw	1.	used for scraping and spreading
____curved claw hammer	2.	used for joint cutting
____awl	3.	you place object you're working on in this for support

____sledge hammer	4. used for smoothing edges
____back saw	5. for cutting small curves
____hand drill	6. used for heavy duty pounding
____coping saw	7. used for proper alignment
____C-clamp	8. used for starting nail and screw holes
____putty knife	9. used for nailing and removing nails
____level	10. used to cut metal
____vise	11. bits are placed in this
____file	12. can be placed on object to apply pressure

1. Of what benefit do you believe this workshop will be to you in the future?

2. How should you go about planning a project?

3. List three ideas for projects that you would like to see in this workshop.

APPENDIX E

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